EVALUATION OF THE
Kentucky 21st Century Community Learning Centers Initiative

2022-2023
STATEWIDE RESULTS

Final Report

February 2024

CENTER FOR EVALUATION, POLICY, AND RESEARCH

Table of Contents

Introduction

The 21st Century Community Learning Centers (CCLC) program originally began as part of Congress' reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been a stable funding source for afterschool programs nationally, with a FY 2023 appropriation of $1.33 billion, serving 52 states and territories. The Every Child Succeeds Act 2015 (ESSA; Pub. L. No. 114-95, § 4204, 2015) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21stCCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some changes in the eligibility criteria to 21st CCLC funds. These changes included expanding eligibility to local education agencies planning to add 300 or more hours within the school year from within or outside of a typical school day. In contrast, under the No Child Left Behind Act 2001 (Pub. L. No. 107-110, § 4201, 2002), 21st CCLC funds were restricted to applicants offering out-of-school time academic enrichment activities not associated with the school day.

The Kentucky Department of Education (KDE) contracts with evaluators at the Center for Evaluation, Policy, and Research (CEPR) at Indiana University to evaluate the overall statewide effort and to analyze data on each of the individual centers operating under the 21st CCLC grant. CEPR's evaluation activities include the provision of technical support related to data collection and maintenance, analysis of data provided by KDE and entered into the TransACT/Cayen database by grantees, including survey data, and facilitation and support of a quality improvement process through site visits and professional development trainings.

The present report summarizes data collected and reported by staff at program sites operating during the 2023 Annual Performance Report (APR) year (i.e., summer 2022 and school year 2022-2023), as well as outcome data for the 2021-2022 and 2022-2023 school years provided on student participants by KDE from the statewide student information system (SIS). Data collected and reported by site program staff include program characteristics, program attendance, student demographics, K-3 reading initiative results, student survey results, and teacher survey results. Student outcome data provided by KDE include math and reading performance levels on the spring 2022 and spring 2023 Kentucky Summative Assessment (KSA), GPA for middle/high school students, school day attendance rates, and numbers of in-school suspensions. This report divides into seven sections: Kentucky statewide data, elementary students, middle and high school students, KSA and K-3 reading initiative results, program characteristics, an analysis of statewide activity types, and virtual/remote programming offered. Throughout the report, tables and figures are provided to summarize the data and present trends over time where applicable, with many displaying percentages as points of comparison. An executive summary of the 2022-2023 results is in Appendix A, and additional detail on data and analysis is included in Appendix B.

I. Kentucky Statewide Data

In total, Kentucky 21st CCLC programs served 32,881 students during the 2023 Annual Performance Report (APR) year, defined as summer 2022 and school year 2022-2023, and 8,760 students in summer 2022. During the 2022-2023 school year, 21st CCLC programs served 29,013 students. Of the 32,881 students who attended in the 2023 APR year, 33% of these attended 90 or more hours of programming, which is considered regular attendance[1]. Table 1 shows the attendance frequencies and percentages for the school year, the summer, and the APR year by student grade level.[2] Figure 1 shows statewide program attendance totals for 2020-2021, 2021-2022, and 2022-2023, including totals for summer, school year, and APR.

Table 1. School year 2022-2023 and 2023 APR year attendance

Attendance by Student Grade Level (ES or MS/HS)	School Year 2022-2023	Summer 2022	APR Year 2023
Total # of students served	29,013	8,760	32,881
# of elementary students	15,296	5,971	17,948
# of middle/high school students	13,546	2,743	14,719
Percent of students with 90+ hours of attendance during the APR Year			33%

Note. The total # of APR year students does not equal the total # of summer students plus the total # of school year students because students may have attended both (i.e. students who attended during the summer may also have attended during the school year). Students missing grade level characteristics were not counted in the elementary and middle/high school categories but were included in total # of students served (214 students missing a grade level).

Figure 1. Total program attendance across 2020-2021, 2021-22, and 2022-23

---

[1] Please note that prior to the 2022 APR year, regular attendance was considered 30 or more days of program attendance. Due to new federal reporting requirements, student attendance is now tracked in hours (not days), thus previous years' rates of regular attendance are not comparable to data from the 2022 APR year and beyond.

[2] Students in Pre-K-6 are considered elementary students, and students in 7-12 are considered middle/high school students.
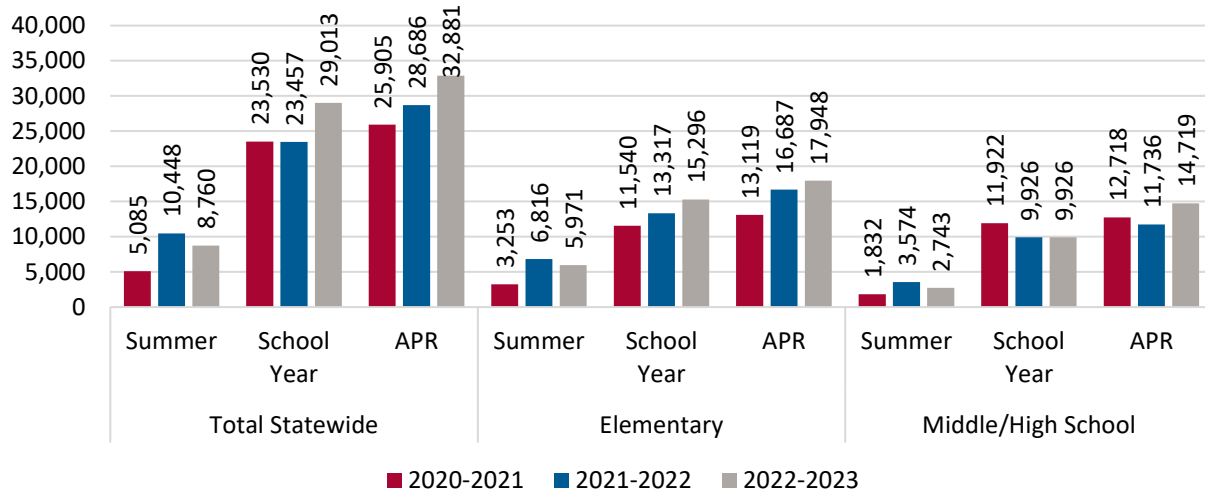
Figure 2 displays the percentages of all students, elementary students, and middle high/school students by who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2023 APR year. As indicated here, 33% of all participants attended 90 or more hours, 48% of elementary participants attended 90+ hours, and 15% of middle/high school participants attended 90 or more hours of programming during the 2023 APR year.

Figure 2. Total program attendance by hour bands in the 2023 APR year
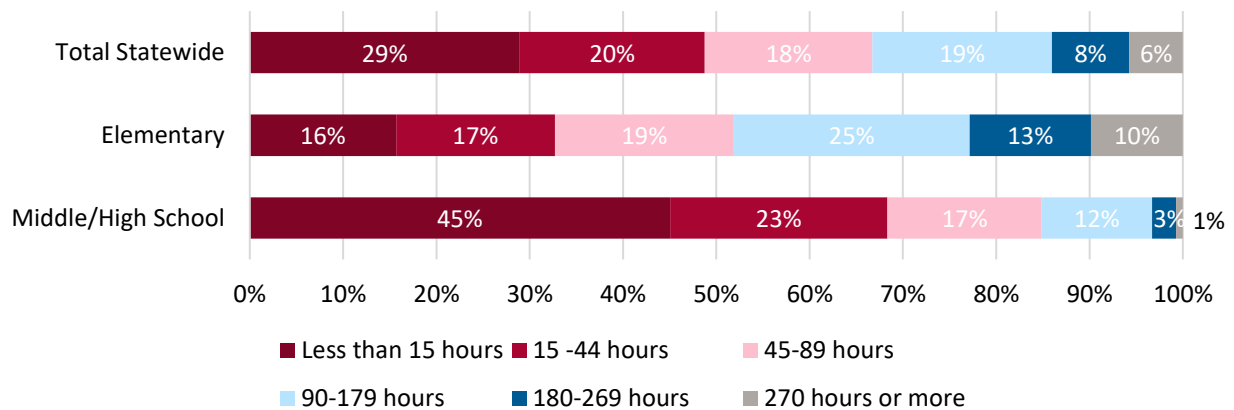
II. Elementary Students

The current section summarizes program attendance, demographics, school day attendance rates, in-school suspensions, student survey results, and teacher survey results for elementary (Pre-K-6th grade) students. Data summary calculations exclude students with missing data, such as grade level, eligibility for free or reduced-price lunch, and school outcomes.

Program Attendance and Student Grade Levels

In total, 17,948 elementary students attended 21st CCLC programs for at least one hour of programming during the 2023 APR year, while 15,296 elementary students attended at least one hour of programming during the 2022-2023 school year[3]. In sum, 5,971 elementary students attended summer 2022 programs, of those students, 3,319 students attended both the summer and school year programs, and 2,652 attended summer programs only.

A total of 8,636 elementary students were regular attendees, meaning that they attended 21st CCLC programs for 90 or more hours during the 2023 APR year, which amounts to 48% of the total number of elementary students. Table 2 provides a breakdown of statewide elementary student attendance.

Table 2. Elementary student attendance

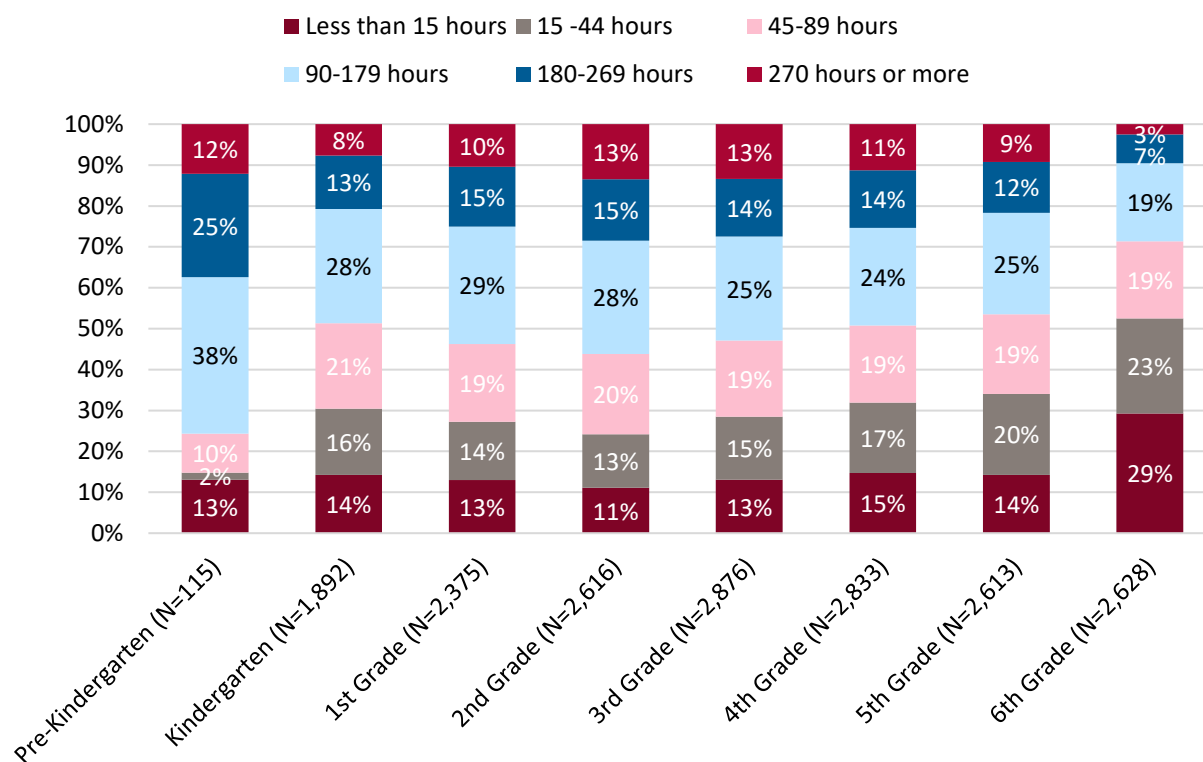| Elementary Student Attendance	
# of elementary students served in the 2023 APR year	17,948
# of elementary students served in the 2023-2023 school year	15,296
# of elementary students that attended summer programs in 2022	5,971
# of elementary students that attended both summer 2022 and 2022-2023 school year programs	3,319
# of elementary students that attended 2022 summer programs only	2,652
# of elementary students with 90+ hours of attendance during the 2023 APR year	8,636
% of elementary students with 90+ hours of attendance during the 2023 APR year	48%

Figure 3 displays the percentages of elementary students by grade level who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2023 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were Pre-K (76%) and 1st and 2nd grades (54% and 56%, respectively). Figure 3 also depicts the total attendance for students in each elementary grade level; in the 2023 APR year, 3rd graders constituted the greatest number of elementary level attendees, with 2,876.

---

[3] There was some duplication between the number of students participating during the 2022-2023 school year and the students participating in the summer of 2022—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 3. Elementary student attendance percentages by grade level and hour band in the 2023 APR year

Demographic Information

Table 3 displays the demographic characteristics of elementary students who attended in the 2023 APR year. There were slightly more female than male students, and most students were white or Caucasian.

Table 3. Elementary participant characteristics: gender and race/ethnicity (N=17,948)

Gender	All elementary participants	Regular attendees (90+ hours)
Male	48%	49%
Female	52%	51%

Race/Ethnicity	All elementary participants	Regular attendees (90+ hours)
White or Caucasian	78%	74%
Black or African American	8%	11%
Hispanic or Latino	6%	7%
Multi-Racial	6%	6%
Other/Unknown	1%	1%
Asian	1%	1%
American Indian/Alaskan Native	<1%	<1%

Native Hawaiian or Other Pacific Islander	<1%	<1%

During the 2022-2023 APR year, 84% of regularly attending (90+ hours) elementary students qualified for free or reduced-price lunch, 17% of regularly attending elementary students qualified for special education services and 5% were designated as limited English proficient (LEP) (see Figure 4).

Figure 4. Eligibility for free/reduced lunch, special education services, and limited English proficiency among elementary student attendees during the 2023 APR year
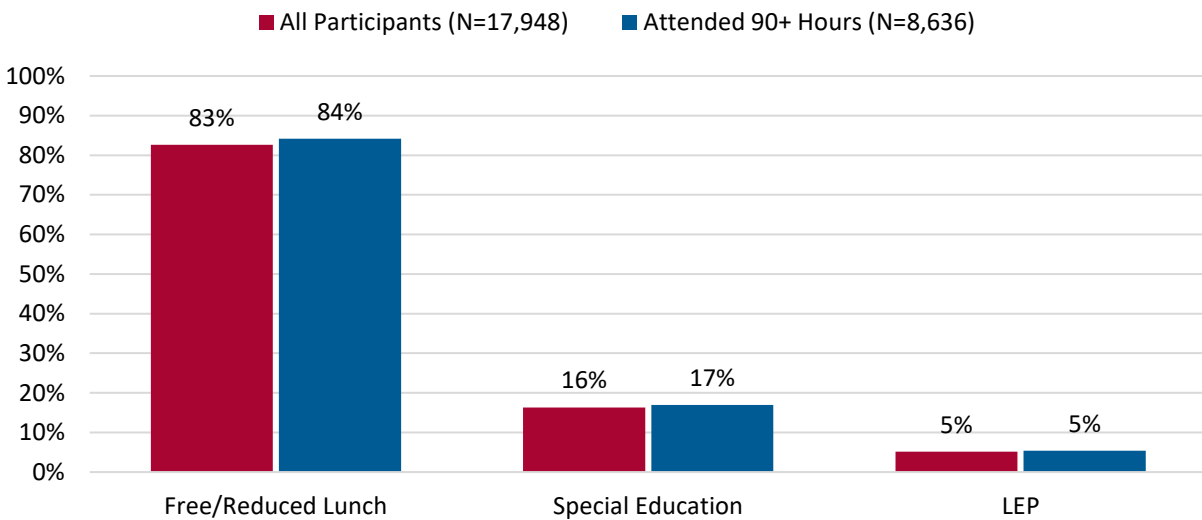
At-risk Students

Program staff are asked to record data on attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Across all elementary and middle or high school sites statewide, 70% of sites reported 0% of their students in each of these categories, which may indicate that these data are not being collected accurately. Please note that students may be classified in more than one of these categories. Figures 5 and 6 depict the percentages of elementary students in each of these at-risk categories, broken down by all participants and those who attended regularly (90+ hours of programming).

Figure 5. Referral reasons for elementary students in the 2023 APR year
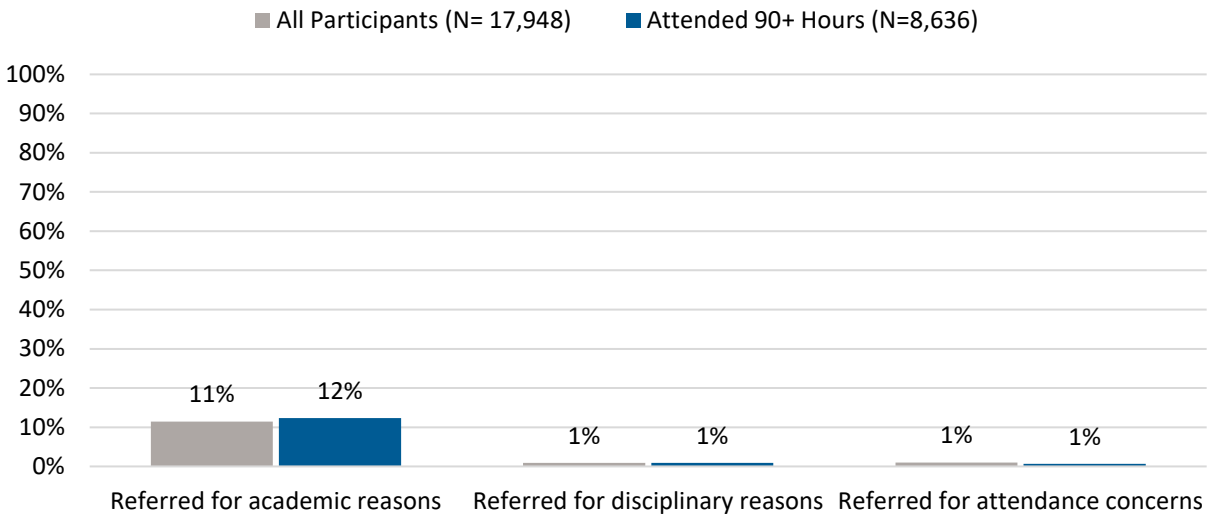
Figure 6. At-risk classifications for elementary students in the 2023 APR year
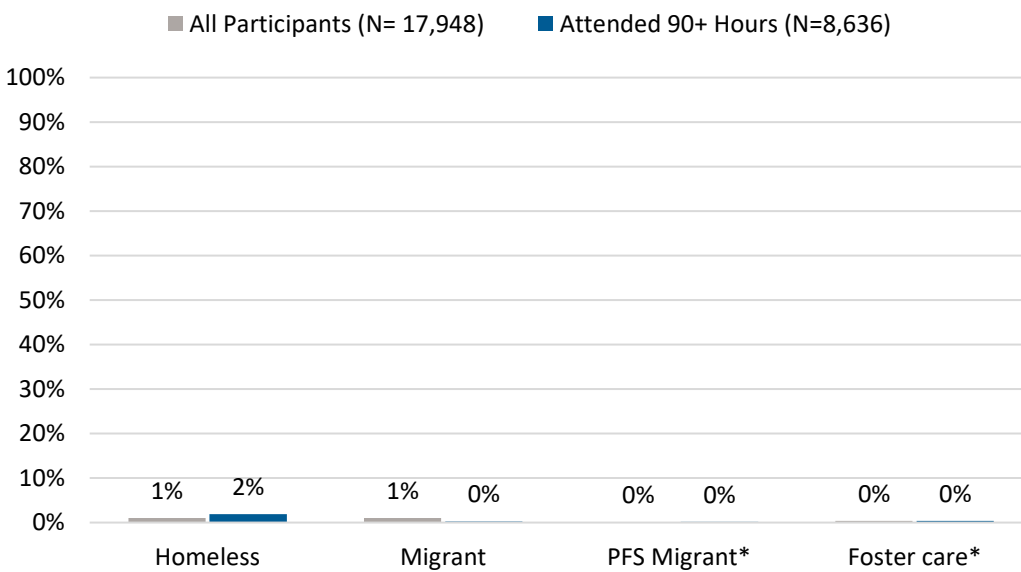
Note. *PFS migrant <1% and Foster care <1%

School Day Attendance Rates and In-School Suspensions

Beginning in 2021-2022 in compliance with the recently updated federal Government Performance Results Act (GPRA) measures, KDE provided data on 21st CCLC program participants' rates of school day attendance and numbers of in-school suspensions. Based on data available from the statewide SIS, KDE provided 2021-2022 and 2022-2023 school day attendance rates for 78% of all elementary student participants and 2021-2022 and 2022-2023 in-school suspensions for 85% of all elementary student participants[4].

---

[4] Please note that analyses include only students for whom both 2021-2022 and 2022-2023 data were provided.

Figure 7 shows the numbers and percentages of elementary students with school year attendance data, those who had a 2021-2022 attendance rate below 90% and those who improved their 2022-2023 school day attendance from below 90% to a higher percentage in 2022-2023. As shown, 17% of elementary student participants had a 2021-2022 school day attendance rate below 90%, and of those, 72% improved their school day attendance rate in 2022-2023.

Figure 7. Elementary participant school day attendance rates and growth from 2021-2022 to 2022-2023
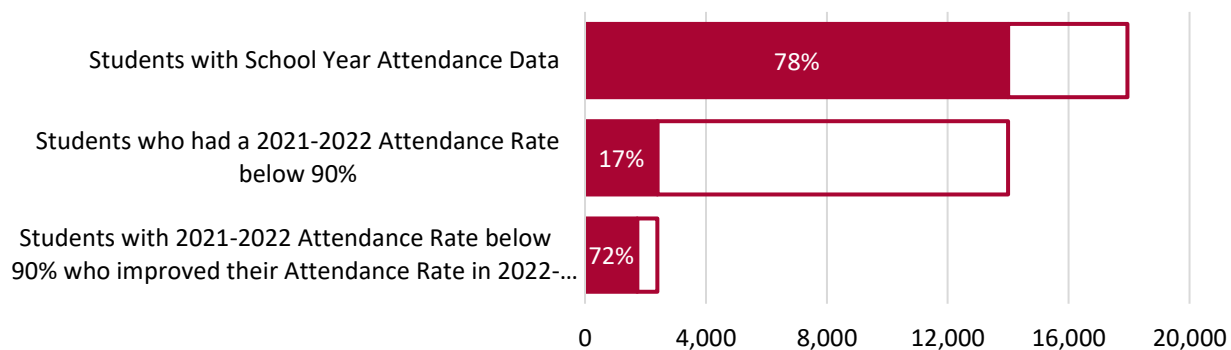

Figure 8 illustrates the numbers and percentages of elementary student participants with in-school suspension data, those who had one or more in-school suspensions in 2021-2022, and those who had fewer in-school suspensions in 2022-2023. As shown, 3% of all elementary participants during the 2023 APR year had any in-school suspensions in 2021-2022, and of those, 68% had fewer in-school suspensions in 2022-2023.

Figure 8. Elementary participant in-school suspensions and improvement from 2021-2022 to 2022-2023
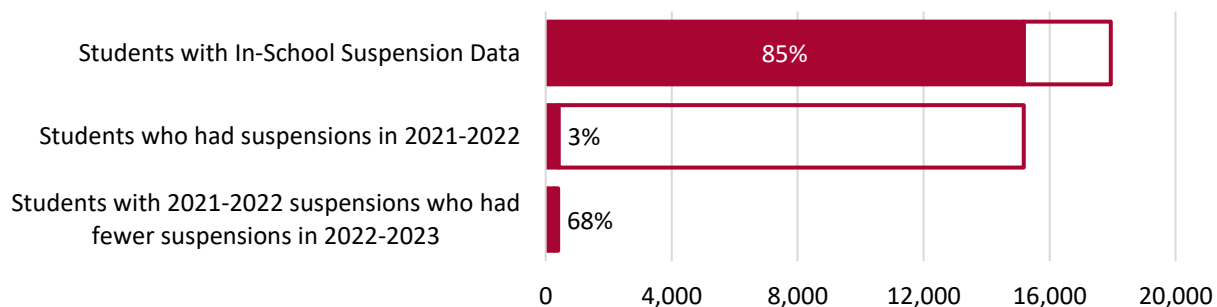
Elementary Student Survey Results

Student surveys were completed by 3,638 students in grades two through six at 88 sites (see Appendix C). Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2023 semester. Students had the opportunity to choose more than one category for each question, and therefore the total percentages reported for all possible response items exceed 100%.

Students' Afterschool Program Activity Preferences

Students reported the kinds of activities in which they enjoyed participating during the afterschool program by choosing from the following responses: art, sports, math, reading,

technology/engineering, science, music, learning about colleges and jobs, and other. As shown in Figure 9, roughly one quarter or more of students enjoyed learning about all areas except for learning about colleges and jobs which only 20% of students selected. Art and sports were the most popular activities, at 51% and 46% respectively. See Figure 9 for remaining survey options.

Figure 9. Elementary student responses to which activities they most like to participate in during the afterschool program (N=3.638)
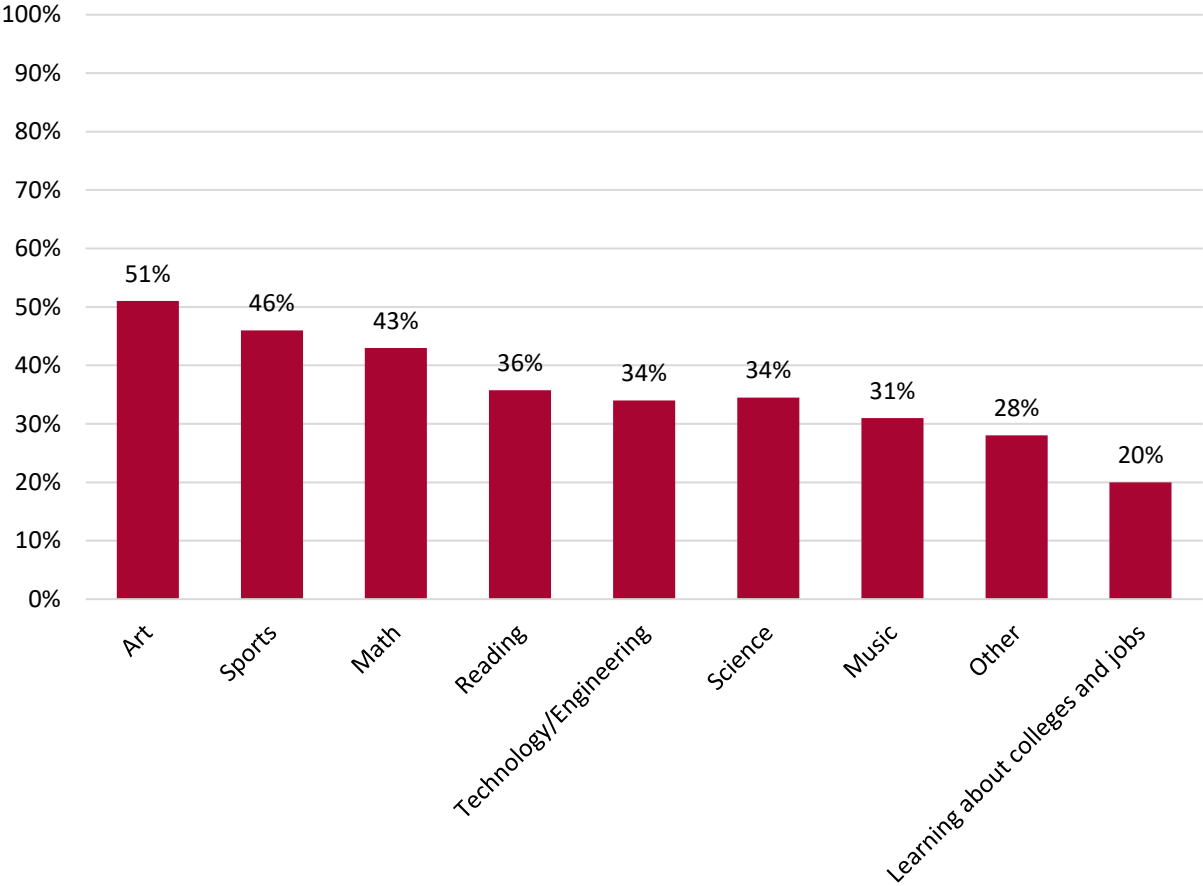
Students' Motivations for Attending the Programs

Students reported on their motivations for attending the afterschool programs (see Figure 10). The item receiving the most responses (54%) indicated that students were motivated to attend the programs because the activities were fun. In addition, students reported that they attended the programs because: their friends went (46%), they got to learn and try new things (40%), their parents or teachers wanted them to go (37%), it helped them do better in school (36%), they could participate in sports (28%), and there was nothing else to do after school (27%).

Figure 10. Elementary students' motivations for attending the programs (N=3,638)
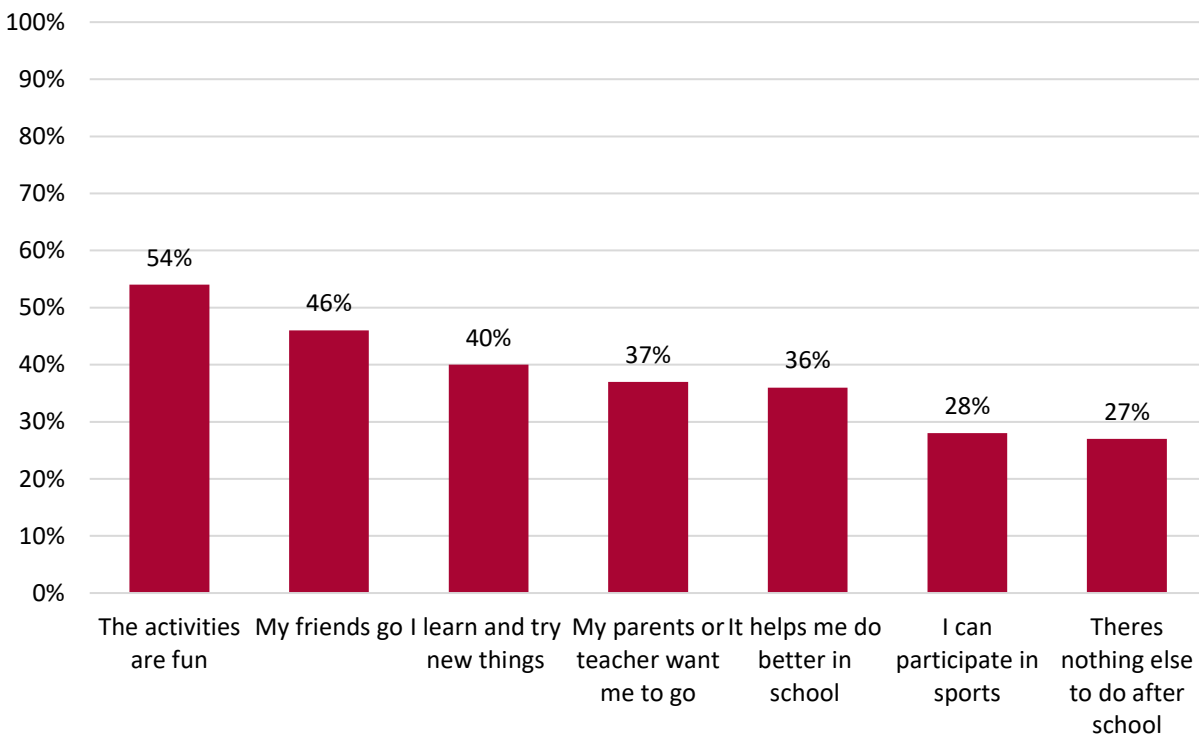
Alternative Activities to the Afterschool Program

Figure 11 displays the alternative activities in which elementary students indicated they would engage if they did not attend the afterschool programs. The greatest percentage of students reported they would watch TV or play video games if they did not attend the afterschool programs (60%). One-third or more of students said that they would spend time with their friends (42%), play sports (40%), or engage in an activity categorized as "other". One quarter or more reported that they would spend time alone (27%). Among the options provided, the smallest percentage of students (16%) stated that they would go to another afterschool program.

Figure 11. Alternative activities in which elementary students indicated they would engage in if they did not attend afterschool program (N=3,638)
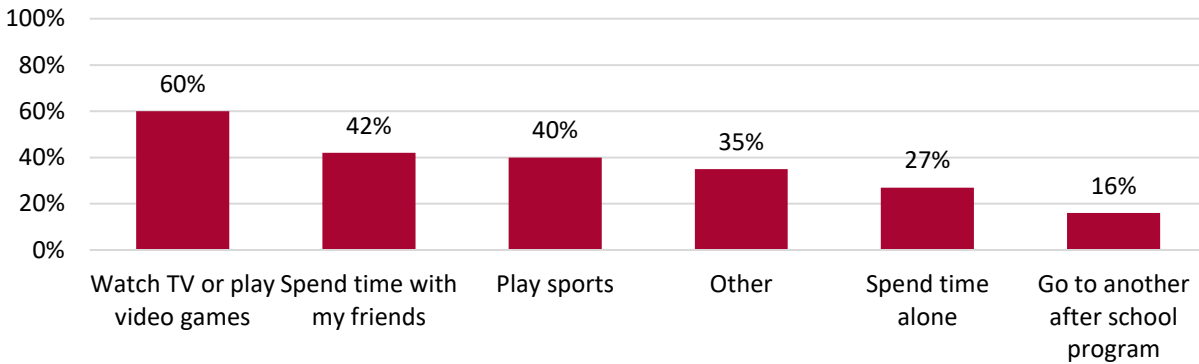
Programs' Areas of Impact

Students selected area(s) in which they felt the afterschool programs had helped them (Figure 12). Over half of students mentioned that the programs helped in their ability to finish homework (53%). Nearly half (45%) indicated that the afterschool program helped them get better grades or make friends, and over one-quarter of elementary students (28%) indicated increased desire to attend school as a result of the afterschool programs.

Figure 12. Elementary student responses to areas in which the afterschool program helped them (N=3,638)
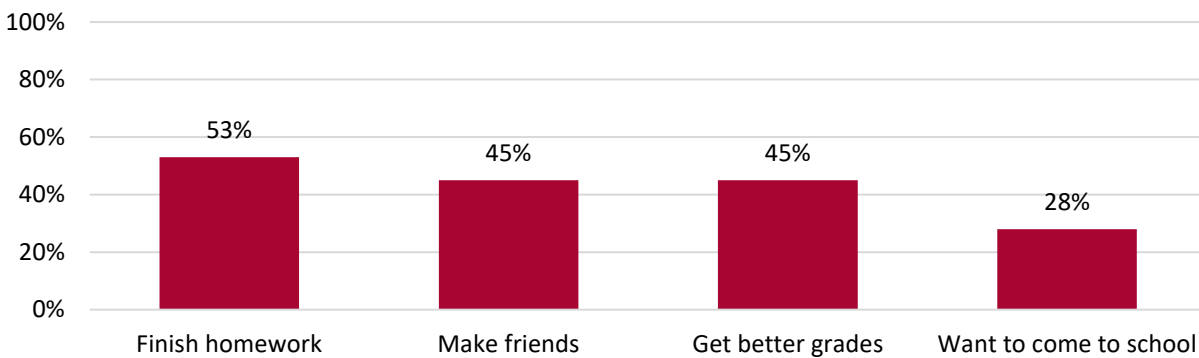
Teacher Survey Results

The evaluation of the 21st CCLC initiative requires programs to administer a standardized survey to one school day teacher (homeroom, reading/ELA, or math) for each student who attends the program during the APR year. The teacher survey intends to assess changes in a student's engagement in learning[5], as required by the federal GPRA measures, as well as other changes in students' classroom behaviors. A total of 9,821 surveys were collected, representing 55% of all elementary student participants during the 2023 APR year.

---

[5] Engagement in learning was measured through teacher survey responses to two questions on to what extent has the student changed their behavior in terms of 1) participating in learning activities and 2) being attentive during learning activities. Students who were counted as "demonstrated improvement" on this measure were indicated as improved on the teacher survey on one or both questions. Students who were counted as "no improvement needed" were indicated as such on both questions.

Table 4 shows students selected (by their teachers) as needing to improve in each listed indicator. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations. As displayed in the table, students that needed to improve showed improvements in all behaviors, such as participating in learning activities (80%), being attentive during learning activities (76%), and being motivated to learn (76%). Over half of students showed improvement in each area, as judged by their teachers. In no area did a substantial percentage (more than 8%) of students in need of improvement decline.

Table 4. Percentage of elementary student participants who needed to improve (as reported by their teachers) that improved, had no change, or declined in a particular behavior

Teacher Response Categories	# of Students that Needed to Improve	% of Students that Declined	% of Students that Showed No Change	% of Students that Improved
Participating in learning activities	7,821	3%	17%	80%
Volunteering (extra credit or more responsibilities)	7,604	3%	27%	71%
Attending regularly	6,627	8%	36%	56%
Being attentive during learning activities	7,913	5%	20%	76%
Being motivated to learn	7,864	4%	20%	76%

Between 37% and 51% of attending elementary students in need of improvement made moderate or significant improvement in each behavior area (Figure 13). Around half of elementary students made moderate or significant improvement in participating in learning activities (51%) or being motivated to learn (49%).

Figure 13. Degree of improvement for elementary students who needed to improve in a particular behavior

Legend: ■ Slight Improvement ■ Moderate Improvement ▨ Significant Improvement

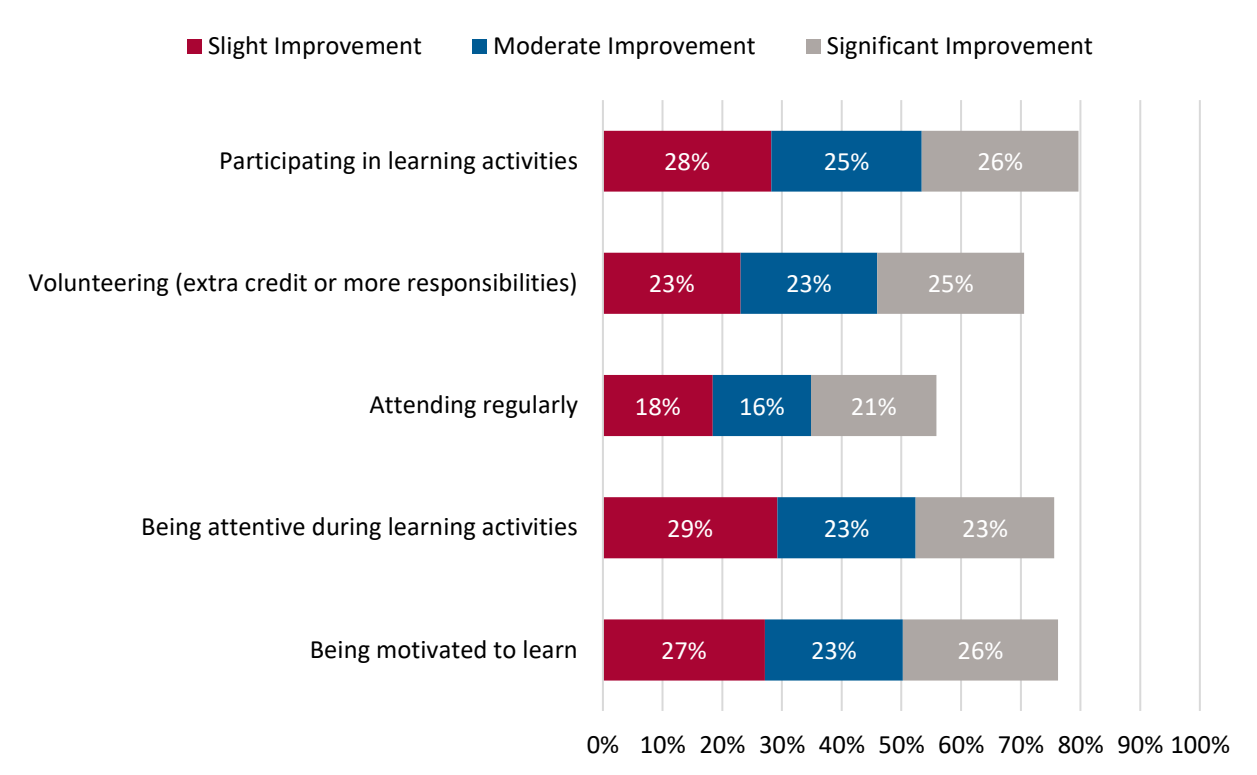| Behavior	Slight	Moderate	Significant
Participating in learning activities	28%	25%	26%
Volunteering (extra credit or more responsibilities)	23%	23%	25%
Attending regularly	18%	16%	21%
Being attentive during learning activities	29%	23%	23%
Being motivated to learn	27%	23%	26%

Figure 14 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2023 APR year and those who did not need to improve engagement in learning. As shown, 69% of participants demonstrated growth in engagement in learning, and an additional 16% were rated by their teachers as not needing to improve.

Figure 14. Elementary student improvement in engagement in learning in 2023 APR year

Category	Percentage
Number of students with a teacher survey submitted	55%
Number who demonstrated improvement in engagement in learning	69%
Number who did not need to improve engagement in learning	16%
Number who demonstrated improvement OR did not need to improve	85%
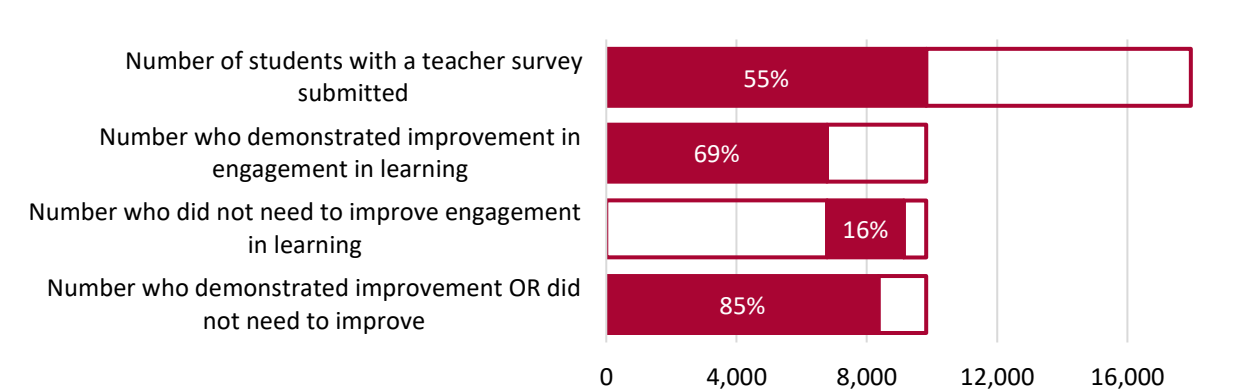
III. Middle/High School Students

This section summarizes program attendance, demographics, GPA, school day attendance rates, in-school suspensions, student survey results, and teacher survey results for middle/high school students (7th-12th grade). Data summary calculations exclude students with missing characteristics, such as grade level, free or reduced-price lunch eligibility, and school day outcomes.

Program Attendance and Student Grade Levels

In total, 14,719 middle/high school students attended 21st CCLC programs for at least one hour of programming during the 2023 APR year, while 13,546 students attended at least one hour of programming within the 2022-2023 school year.[6] In sum, 2,743 middle/high school students attended summer 2022 programs, and of those students, 1,570 attended both the summer and school year programs, while 1,173 attended summer programs only.

Of all the middle/high school students who attended programs during the 2023 APR year, 2,229 students attended programming regularly (for 90 or more hours during the APR year), yielding a statewide regular attendance percentage of 15% within the 2023 APR year. Table 5 provides a breakdown of statewide student attendance of middle/high school students.

Table 5. Middle/High school attendance

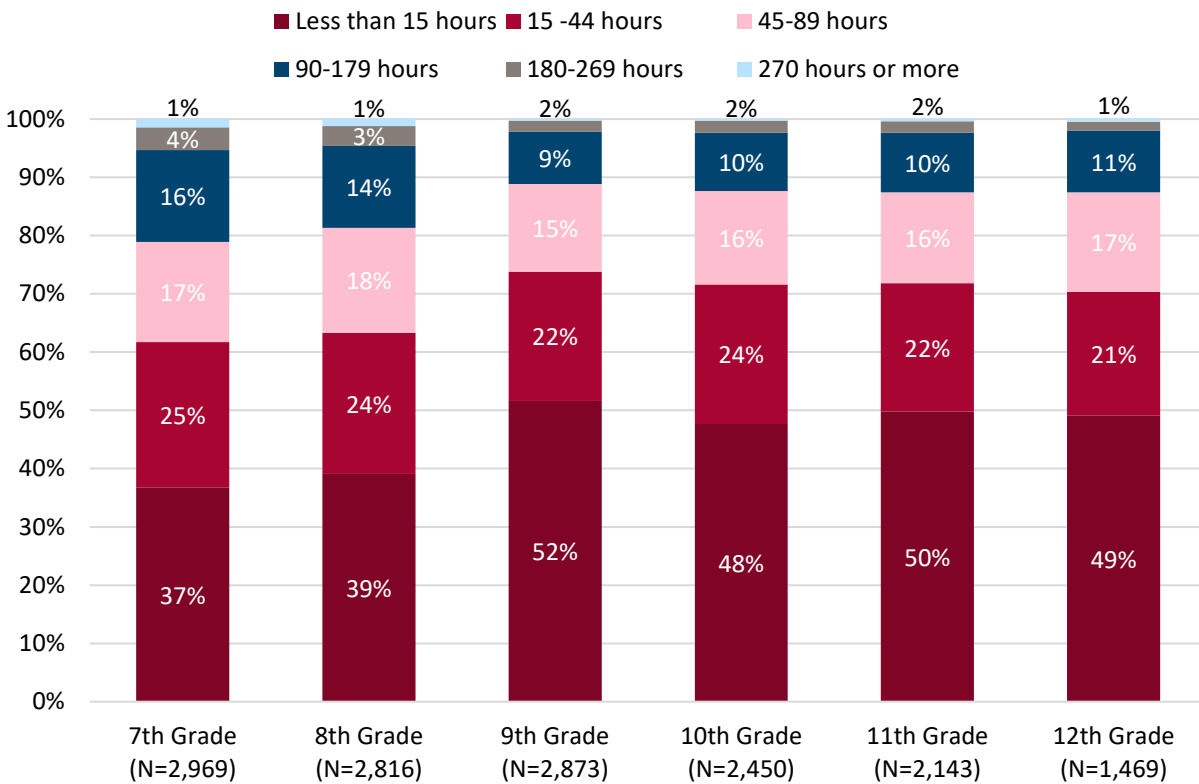| Middle/High School Attendance	
# of middle/high school students served in the 2023 APR year	14,719
# of middle/high school students served in the 2022-2023 school year	13,546
# of middle/high school students that attended summer 2022 programs	2,743
# of middle/high school students that attended both summer 2022 and 2022-2023 school year programs	1,570
# of middle/high school students that attended summer 2022 programs only	1,173
# of middle/high school students with 90+ hours of attendance during the 2023 APR year	2,229
% of middle/high school students with 90+ hours of attendance during the 2023 APR year	15%

---

[6] There was some duplication between the number of students participating during the 2022-2023 school year and the students participating in the summer of 2022—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 15 displays the percentages of middle/high school students by grade level who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2023 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were 7th grade (21%) and 8th grade (19%). Figure 15 also depicts the total attendance for students in each middle/high school grade level; in the 2023 APR year, 7th graders constituted the greatest number of middle or high school level attendees, with 2,969.

Figure 15. Middle/high school student attendance percentages by grade level and hour band in the 2023 APR year

Demographic Information

Table 6 displays the gender and race/ethnicity of all middle/high school students who attended programs during the 2022-2023 APR year. Most participants were White and slightly more male than female participants attended regularly (90 or more hours).

Table 6. Middle/high school participant characteristics: gender and race/ethnicity (N=11,736)

Gender	All Middle/High School participants	Regular attendees (90+ hours)
Male	51%	52%
Female	49%	48%

Race/Ethnicity		
White or Caucasian	79%	81%
Black or African American	8%	8%
Hispanic or Latino	7%	5%
Multiracial	4%	4%
Asian	1%	1%
Other/Unknown	1%	1%
Native Hawaiian or Other Pacific Islander	1%	1%
American Indian or Alaskan Native	<1%	<1%

During the 2022-2023 APR year, 78% of middle/high school students were eligible for free or reduced price lunch. Additionally, 14% of all attendees in middle/high school were eligible for special education services, and 5% were limited English proficient (LEP). There was a slightly higher percentage of those who attended 90+ hours who were eligible for free/reduced lunch. (Figure 16).

Figure 16. Free/Reduced lunch, special education eligibility, and LEP status among regular middle/high school attendees in the 2023 APR year
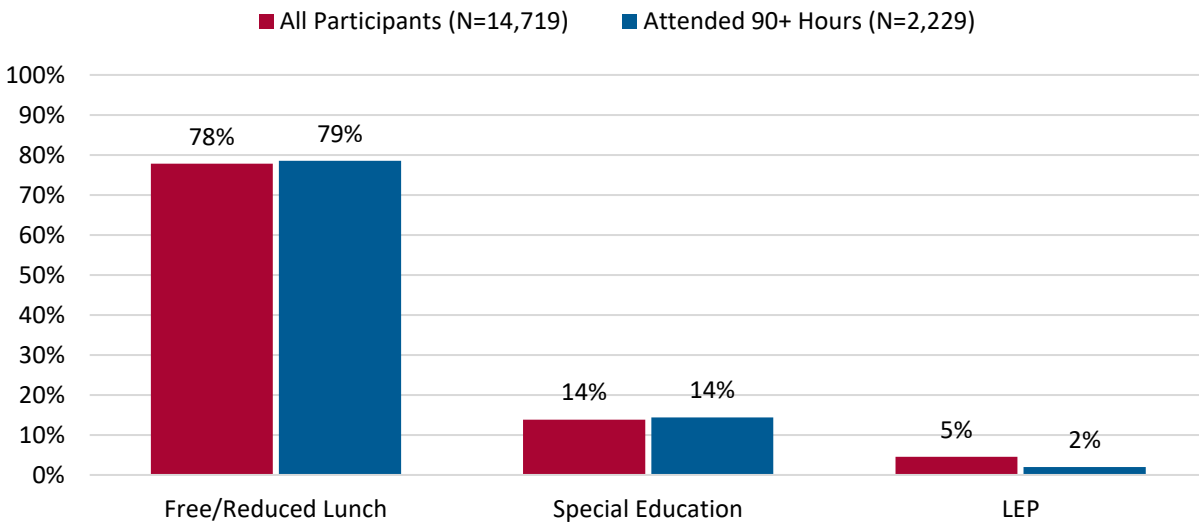
At-risk Students

Program staff are asked to record data on attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Across all elementary and middle or high school sites statewide, 70% of sites reported 0% of their students in each of these categories, which may indicate that these data are not being collected accurately. Please note that students may be classified in more than one of these categories. Figures 17 and 18 depict the percentages of middle/high school students in each of these at-risk categories, broken down by all participants and those who attended regularly (90+ hours of programming).

Figure 17. Referral reasons for middle/high school students in the 2023 APR year
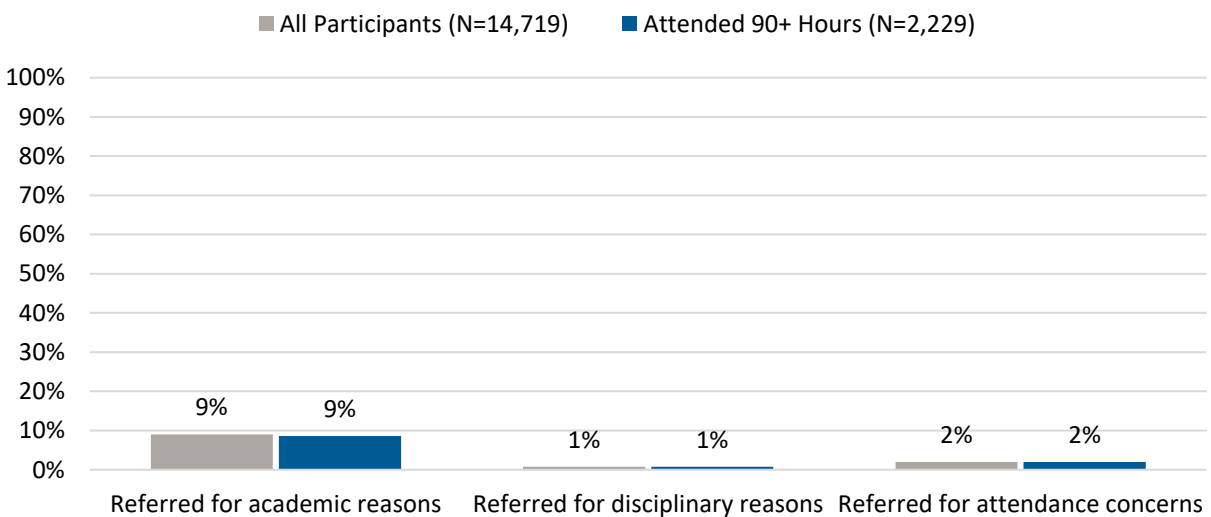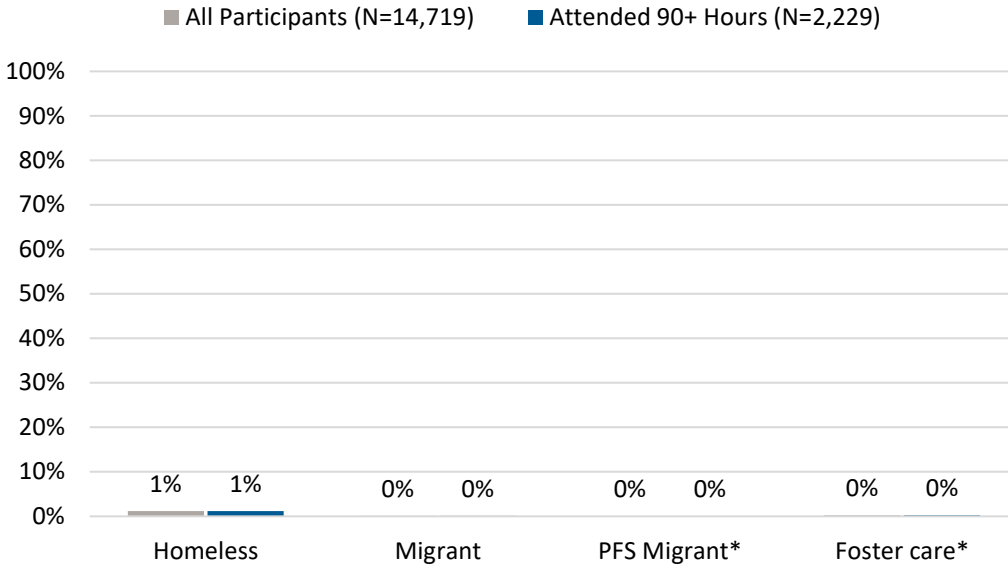
Figure 18. At-risk categories for middle/high school students in the 2023 APR year

Note. PFS migrant and Foster care <1%

School Day Attendance Rates and In-school Suspensions

Beginning in 2021-2022, in compliance with the recently updated federal GPRA measures, KDE provided data on 21st CCLC program participants' rates of school day attendance and numbers of in-school suspensions. Based on data available from the statewide SIS, KDE provided 2021-2022 and 2022-2023 school day attendance rates for 88% of all middle/high school student participants and 2021-2022 and 2022-2023 in-school suspensions for 92% of all middle/high school student participants[7].

Figure 19 shows the numbers and percentages of middle/high school students with school year attendance data, those who had a 2021-2022 attendance rate below 90%, and those who improved their 2021-2022 school day attendance from below 90% to a higher percentage in 2022-2023. As shown, 22% of middle/high school student participants had a 2021-2022 school day attendance rate below 90%, and of those, 60% improved their school day attendance rate in 2022-2023.

---

[7] Please note that analyses include only students for whom both 2021-2022 and 2022-2023 data were provided.

Figure 19. Middle/high school participant school day attendance rates and growth from 2021-2022 to 2022-2023
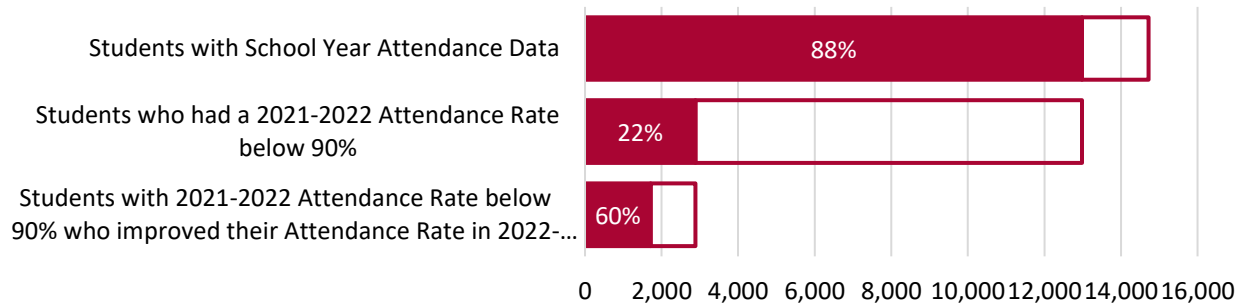

Figure 20 illustrates the numbers and percentages of middle/high school student participants with in-school suspension data, those who had one or more in-school suspensions in 2021-2022, and those who had fewer in-school suspensions in 2022-2023. As shown, 16% of all middle/high school participants during the 2023 APR year had any in-school suspensions in 2021-2022, and of those, 64% had fewer in-school suspensions in 2022-2023.

Figure 20. Middle/high school participant in-school suspensions and improvement from 2020-2021 to 2021-2022
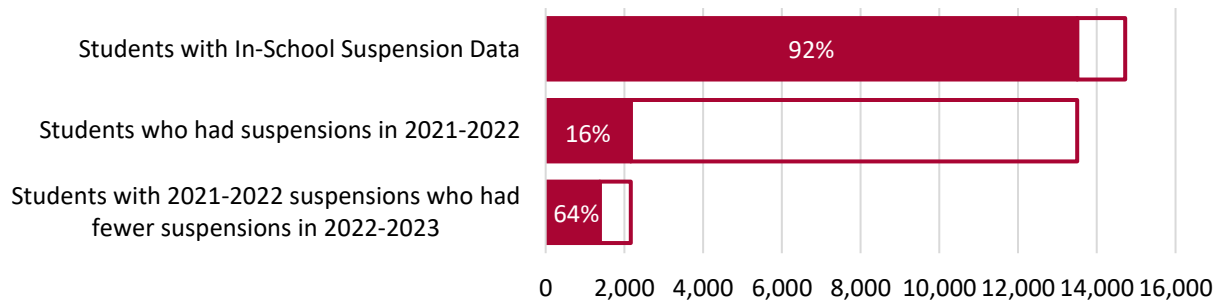
Grade Point Averages

Beginning in 2021-2022, KDE provided data on 21st CCLC program participants' grade point averages (GPA) for students in the middle and high school grade levels, in compliance with the recently updated federal GPRA measures. Based on data available from the statewide SIS, KDE provided 2021-2022 and 2022-2023 GPAs for 27% of participants in middle/high school.

Figure 21 shows the numbers and percentages of middle/high school participants with GPA data, those who had a 2021-2022 GPA less than 3.0, and those who improved their 2022-2023 GPA from below 3.0. As shown, 43% of middle/high school participants whose GPA data were provided had a 2021-2022 GPA less than 3.0; of those, 70% improved their GPA in 2022-2023.

Figure 21. Middle/high school participant GPA and improvement from 2021-2022 to 2022-2023
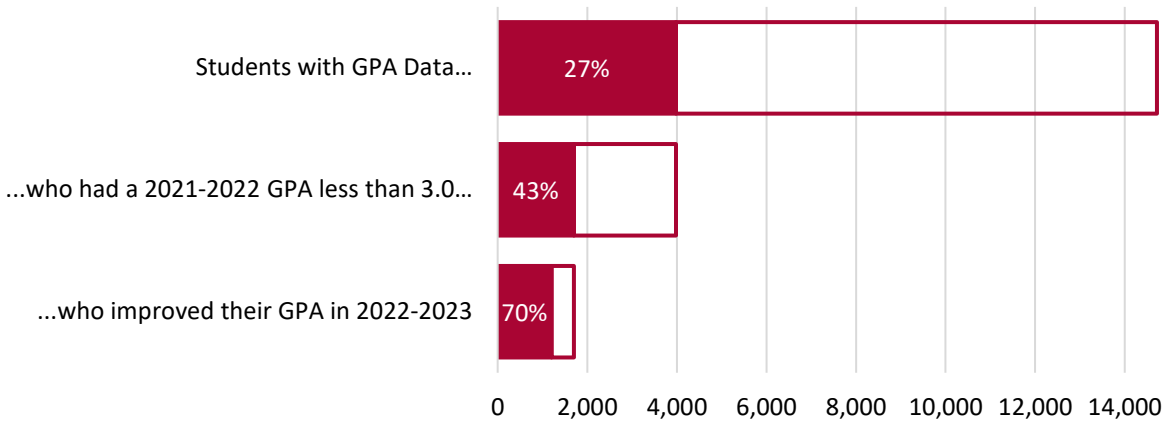
Middle/High School Student Survey Results

Students in grades seven through twelve completed student surveys (see Appendix D). There were 2,141 students who completed surveys at 52 sites. Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2023 semester. Students had the opportunity to choose more than one category for each question, and therefore the total percentages reported for all possible response items exceed 100%.

Students' Motivations for Attending the Programs

Figure 22 displays the reasons participants reported for attending the afterschool programs. Students most frequently stated that they attended the programs to be with friends (58%), to participate in certain activities (55%), or to work on homework or get tutoring (39%). Approximately one third or more of students also attended the programs to learn and experience new things (36%). Less than one-third of students attended because they like the adults (30%), because their parents want them to attend (27%), because teachers or other adults encouraged them to attend (25%). Finally, 19% of students indicated that they attended the program because there was nothing else to do, or for other reasons (13%).

Figure 22. Middle/high school students' motivations for attending afterschool programs (N=2,141)
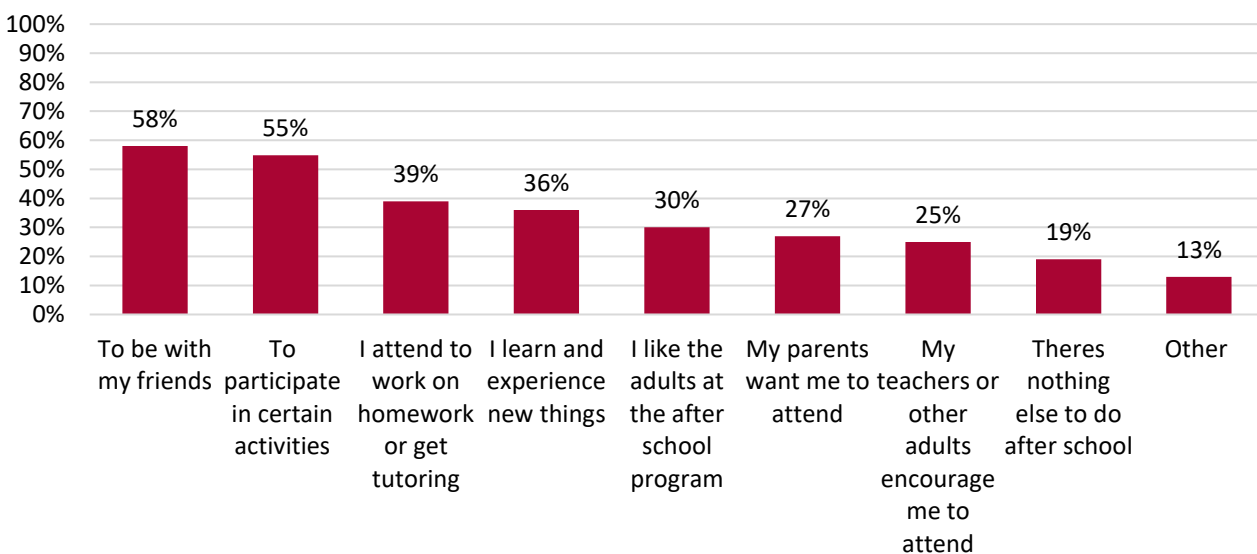
Perceptions of Afterschool Program Staff at Middle/High School Sites

Students rated the extent to which they agreed with statements about afterschool program staff. As shown in Table 7, 90% of students agreed or strongly agreed that program staff and leaders listened to what they had to say and 91% agreed or strongly agreed that staff challenged them to do their best. Detailed results from this survey question are shown in Table 7 below.

Table 7. Middle/high school student perceptions of afterschool program staff (N=2,141)

Staff and program leaders…	Strongly Disagree	Disagree	Agree	Strongly Agree
Listen to what I have to say	2%	4%	49%	41%
Challenge me to do my best	3%	4%	51%	40%

Programs' Areas of Impact

Table 8 displays the extent to which students agreed with various statements about how the afterschool programs positively affected them. 87% - 88% of all students agreed or strongly agreed with all the following statements regarding how the afterschool program has helped them: "Spend time with or find new friends", "find something to do after school", "get a better sense of what I like and can do," "be better at things I do in the program,", and "experience new or interesting things." "Enjoying coming to school" had the lowest overall level of agreement (75%). Detailed information on levels of agreement for each of the 12 statements is in the table below.

Table 8. Middle/high school students' perceptions of programs' impacts (N=2,141)

The afterschool program has helped me…	Strongly Disagree	Disagree	Agree	Strongly Agree
Be better at things I do in the program.	2%	9%	53%	33%
Be more creative.	1%	9%	50%	36%
Be more involved in school.	4%	12%	51%	31%
Build upon things I learn in school.	3%	9%	56%	29%
Enjoy coming to school.	9%	13%	45%	29%
Experience new or interesting things.	2%	8%	53%	34%
Find something to do afterschool.	2%	7%	53%	35%
Get a better sense of what I like and can do.	3%	7%	53%	35%
Get better grades in school.	3%	9%	50%	35%
Learn about what I can do in the future (college and/or career options).	5%	8%	50%	34%
Spend time with or find new friends.	3%	6%	50%	39%
Stay out of trouble.	4%	12%	48%	34%

Note. Between 1-2% of respondents did not answer these questions, so percentage totals will not equal 100%.

Alternatives to the Afterschool Program

Students were asked to select one or more options from a list of activities that they would do if they did not attend the afterschool programs (see Figure 23). Over half of students (60%) reported that they would watch TV or play video games or spend time alone (49%) if they did not attend the afterschool program. Approximately one-third or more stated that they would: spend time with their family (39%), go somewhere else with friends (38%), or play sports (31%). Twenty-six percent said they would engage in activities categorized as "other." Only 8% reported that they would attend another after school program.

Figure 23. Middle/high school student responses to alternatives to the afterschool program (N=2,141)
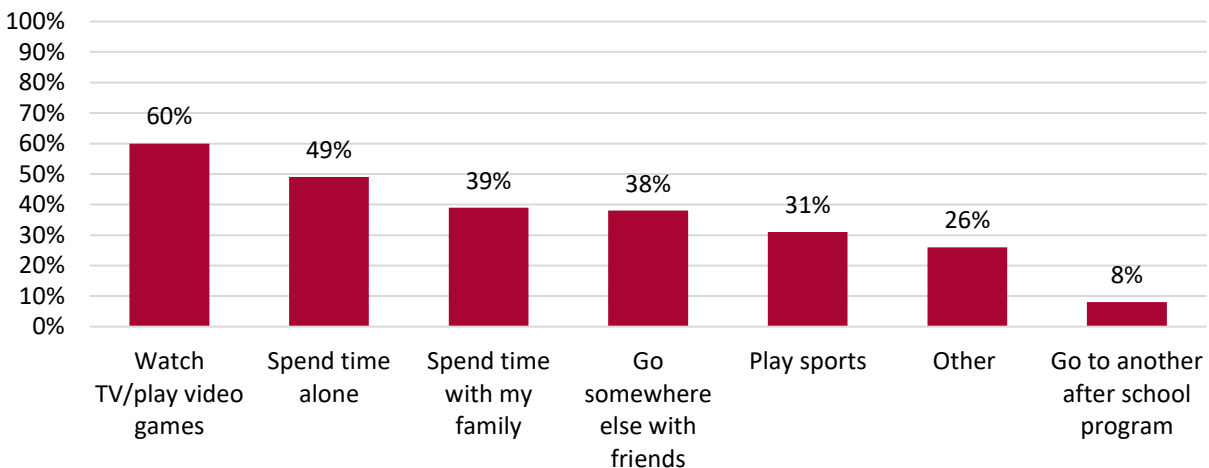
Teacher Survey Results

Teacher surveys were completed for 10,049 middle/high school students who attended Kentucky 21st CCLC afterschool programs during the 2022-2023 APR year. The teacher survey intends to assess changes in a student's engagement in learning[8], as required by the federal GPRA measures, as well as other changes in students' classroom behaviors. The total number of surveys collected represents 68% of all middle/high school participants during the 2023 APR year.

Table 9 shows students selected (by their teachers) as needing to improve in each listed indicator. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations. As displayed in the table, students that needed to improve showed improvements in all behaviors, such as participating in learning activities (75%), being attentive during learning activities (72%), and being motivated to learn (70%). Over half of students showed improvement in each area, as judged by their teachers. In no area did a substantial percentage (more than 7%) of students in need of improvement decline.

Table 9. Percentage of middle/high school student participants who needed to improve (as reported by their teachers) that improved, had no change, or declined in a particular behavior

Teacher Response Categories	# of Students that Needed to Improve	% of Students that Declined	% of Students that Showed No Change	% of Students that Improved
Participating in learning activities	8140	6%	20%	75%
Volunteering (extra credit or more responsibilities)	8131	4%	33%	63%
Attending regularly	7048	7%	36%	57%
Being attentive during learning activities	8155	7%	21%	72%
Being motivated to learn	8127	7%	23%	70%

---

[8] Engagement in learning was measured through teacher survey responses to two questions on to what extent has the student changed their behavior in terms of 1) participating in learning activities and 2) being attentive during learning activities. Students who were counted as "demonstrated improvement" on this measure were indicated as improved on the teacher survey on one or both questions. Students who were counted as "no improvement needed" were indicated as such on both questions

Between 33% and 40% of middle/high school participants in need of improvement made moderate or significant improvement in each behavior area (Figure 24). 40% of middle/high school students made moderate to significant improvement in participating in learning activities; 35% improved in volunteering, and 33% improved in attending regularly.

Figure 24. Degree of improvement for middle/high school participants who needed to improve in a particular behavior
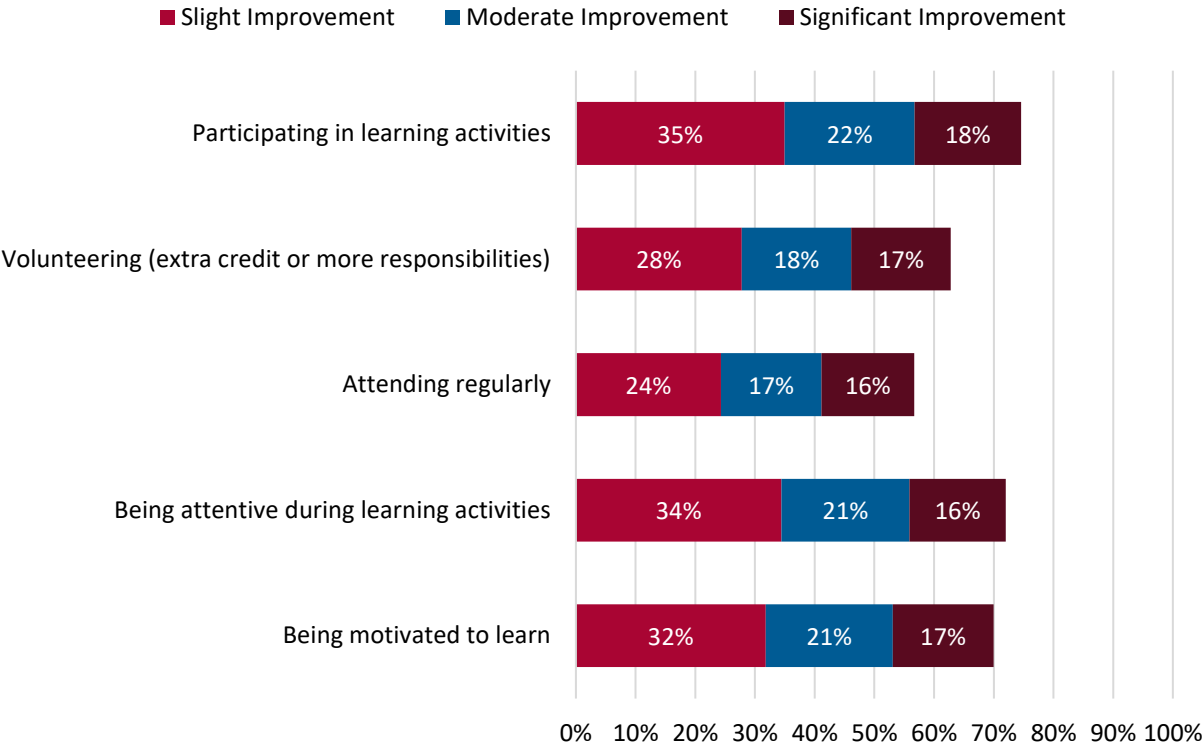
Figure 25 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2023 APR year and those who did not need to improve engagement in learning. As shown, 65% of participants demonstrated growth in engagement in learning, and an additional 16% were rated by their teachers as not needing to improve.

Figure 25. Middle/high school student improvement in engagement in learning in 2023 APR year
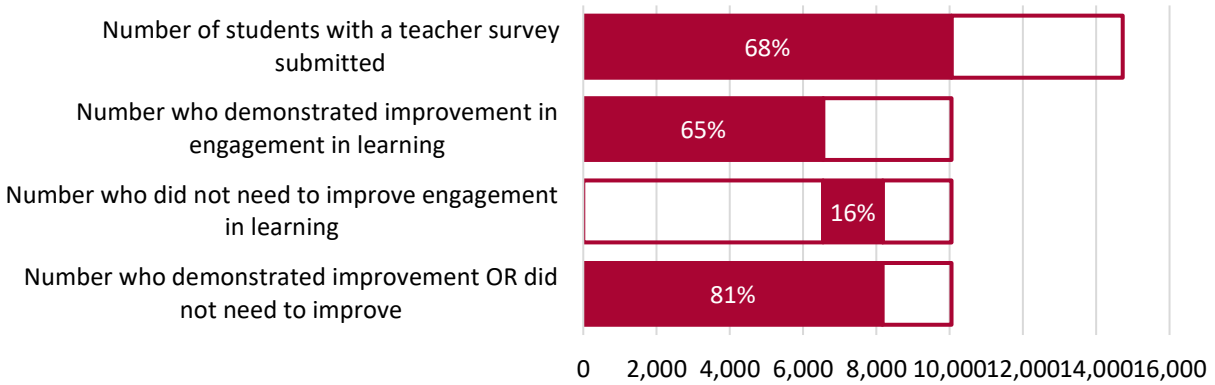
IV. Kentucky Summative Assessment (KSA) and the K-3 Reading Initiative

KDE provided data on 21st CCLC program participants' Kentucky Summative Assessment (KSA) reading and math performance levels for students in grades 3-8, in compliance with the recently updated federal GPRA measures. Based on data available from the statewide SIS, KDE provided 2022 KSA and 2023 KSA English/Language arts (ELA) performance levels for 83% and math performance levels for 84% of participants in grades 4-8.

Figure 26 shows the percentages of 3rd-8th grade participants with 2023 KSA data who scored within each performance level (i.e., novice, apprentice, proficient, distinguished) on the English/Language Arts assessment in spring 2023, and Figure 27 depicts these performance levels by grade level. As shown, 44% scored at the proficient or distinguished level, and the highest proportions of students scoring at or above proficient in ELA were in the 5th and 6th grades.
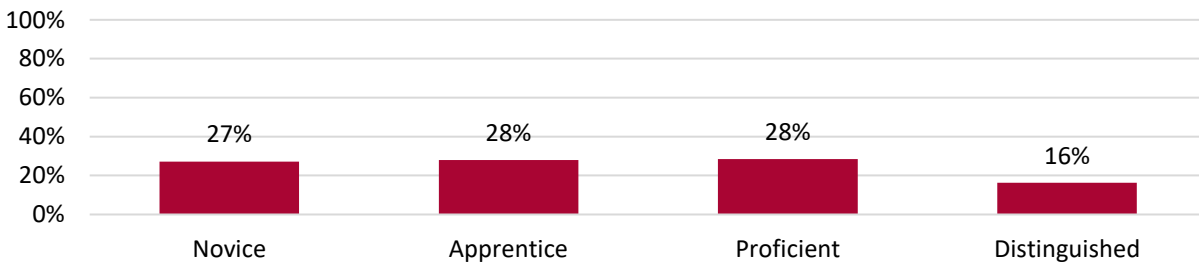
Figure 26. KSA ELA Performance Levels, 2023

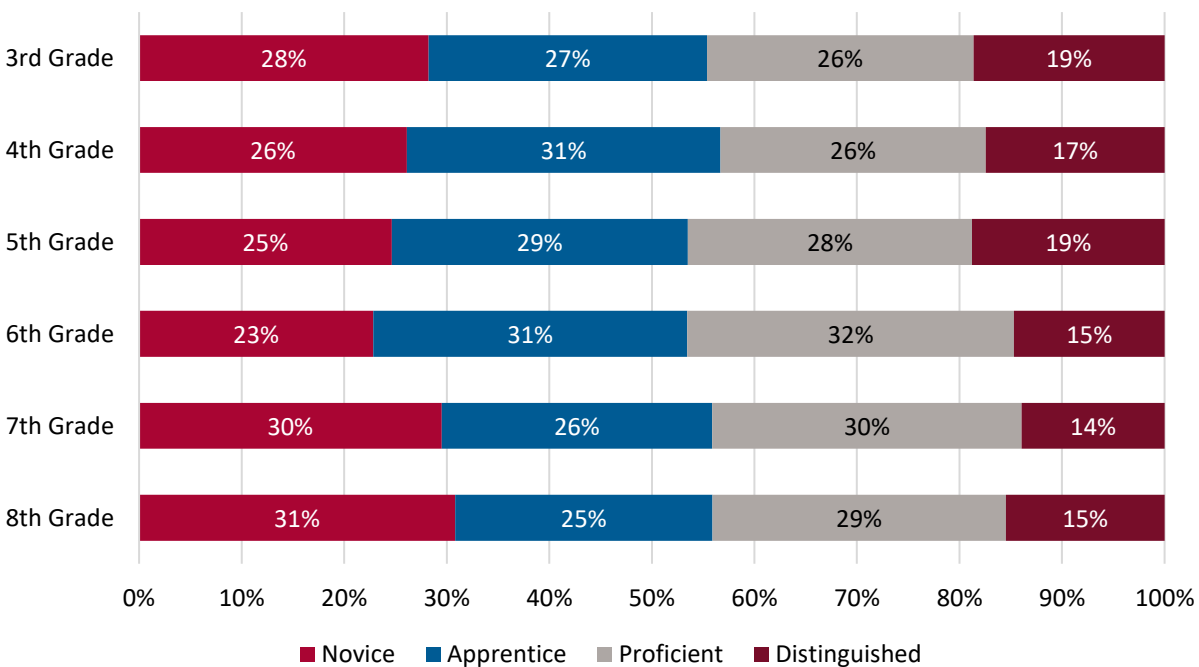
Figure 27. KSA ELA Performance Levels for each grade, 2023

Figure 28 shows the numbers and percentages of 4th—8th grade participants with KSA data in English/Language Arts, those who demonstrated growth from 2022 to 2023, and those who maintained the highest achievement level across both years[9]. As shown, 25% of 4th-8th grade participants demonstrated growth[10] on their ELA K-PREP/KSA performance levels from 2022 to 2023, and an additional 9% maintained the highest performance level[11] from one year to the next.

Figure 28. ELA KSA data and growth in performance levels for 4th-8th grade participants from 2022 to 2023
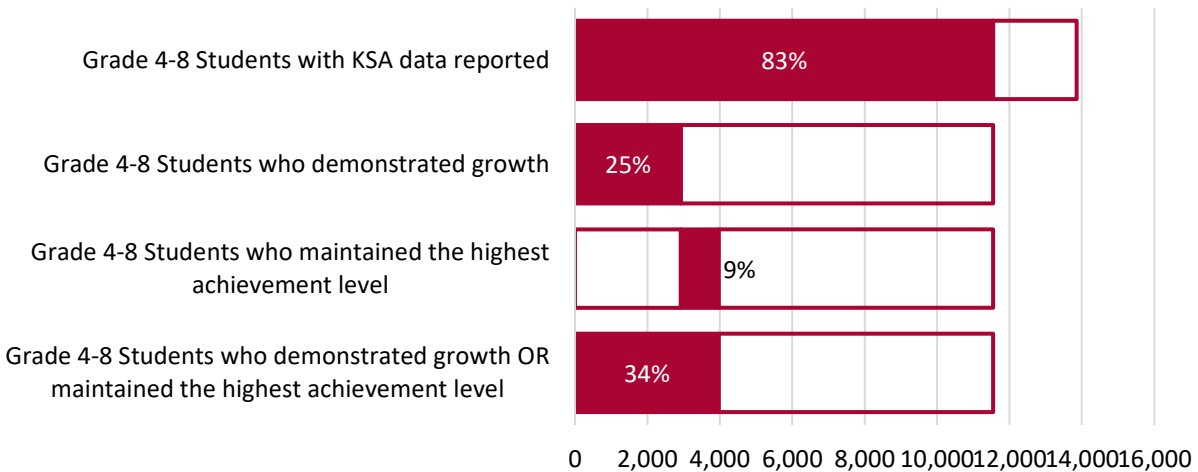
Figure 29 shows that 37% of 21st CCLC attendees in 2022-2023 achieved at the proficient or distinguished level on their KSA math assessment, and Figure 30 depicts these performance levels by grade level, indicating that the highest proportions of students scoring at or above proficient in math were in the third, fifth, and sixth grades.

Figure 29. KSA Math Performance Levels, 2023

---
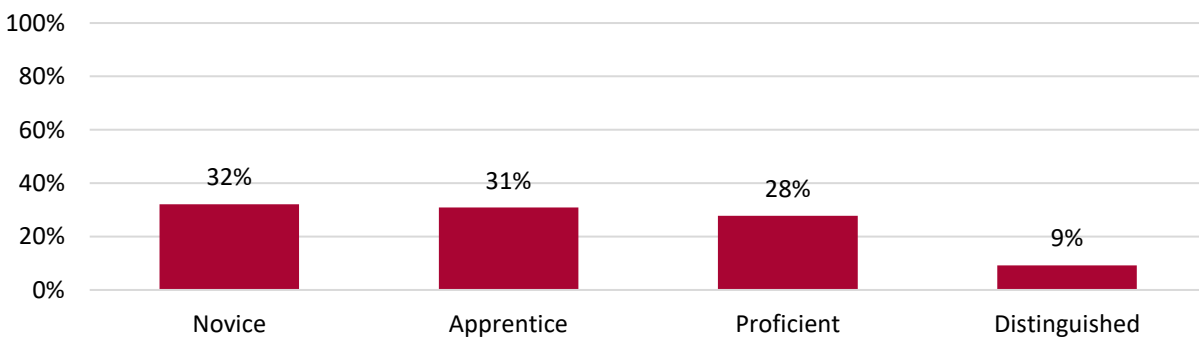
[9] Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2022 performance levels to compare.
[10] Please note that growth is indicated by moving from a lower KSA performance level to a higher one (e.g., novice to apprentice).
[11] The highest performance level on KSA is distinguished.

Figure 30. KSA Math Performance Levels for each Grade, 2023

Grade	Novice	Apprentice	Proficient	Distinguished
3rd Grade	28%	33%	30%	9%
4th Grade	37%	26%	30%	7%
5th Grade	25%	34%	31%	9%
6th Grade	31%	30%	29%	10%
7th Grade	33%	32%	25%	10%
8th Grade	35%	29%	26%	11%

Figure 31 shows the numbers and percentages of 4th—8th grade participants with KSA data in math, those who demonstrated growth from 2022 to 2023, and those who maintained the highest performance level across both years[12]. As shown, 24% of 4th-8th grade participants demonstrated growth[13] on their math KSA performance levels from 2022 to 2023, and an additional 5% maintained the highest performance level[14] from one year to the next.

Figure 31. Math K-PREP/KSA data and growth in performance levels for 4th-8th grade participants from 2022 to 2023
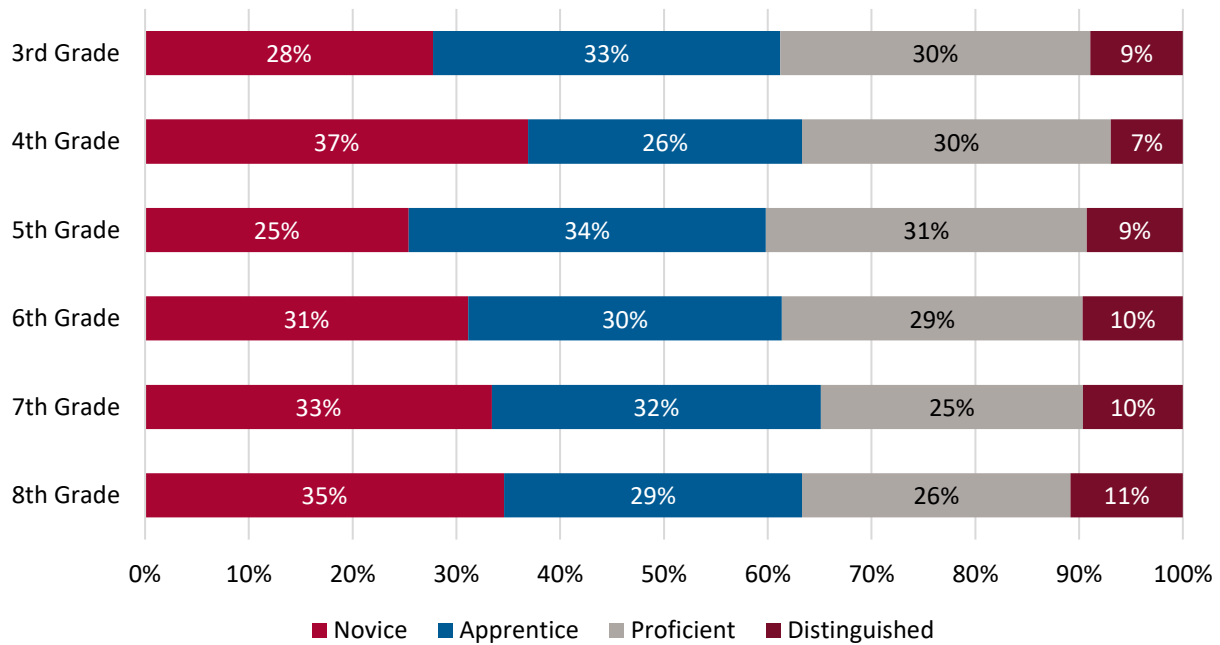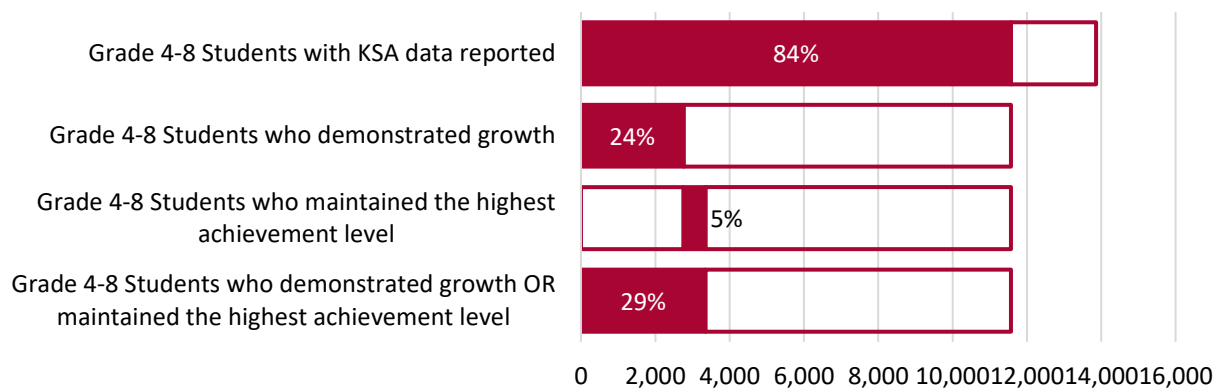
Grade 4-8 Students with KSA data reported	84%
Grade 4-8 Students who demonstrated growth	24%
Grade 4-8 Students who maintained the highest achievement level	5%
Grade 4-8 Students who demonstrated growth OR maintained the highest achievement level	29%

[12] Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2022 proficiency levels to compare.

[13] Please note that growth is indicated by moving from a lower KSA performance level to a higher one (e.g., novice to apprentice).

[14] The highest performance level on KSA is distinguished.

Programs serving students in grades K-3 are required to offer targeted reading interventions for students in these grade levels. Grantees report annually on students enrolled in and meeting benchmarks in the K-3 reading initiative. Table 10 lists the outcomes from the programs that implemented a 21ˢᵗ CCLC K-3 reading initiative. As shown, over two-thirds of students who participated in the K-3 reading initiative (70%) met a reading benchmark determined by program-specific assessments.

Table 9. K-3 Reading Initiative 2022-2023 results

	Statewide Results
# of programs with a K-3 program	73
# of students enrolled in the K-3 reading initiative	3,016
# of K-3 students that met a reading benchmark	2,123
% of K-3 students that met a reading benchmark out of the total enrolled	70%

V. Program Characteristics

This section summarizes program characteristics reported by sites on the 2022-2023 Data Verification form and within the TransACT/Cayen database. Table 11 shows the program characteristics at all sites, including program length, family member attendance, community partners, and types of program staff. The average number of days with recorded program attendance for all sites was 15 days for Summer 2022 and 133 days for the 2022-2023 school year. The average number of days attended by any student in Summer 2022 was four, and it was 39 for the school year. Statewide, a total of 3,332 parents/guardians or family members attended 21st CCLC program activities in 2022-2023, for an average of 19 per site, and there were 1,250 community partners, for an average of seven per site. Across the state, most program staff were paid school day teachers, with an average of eight per site. See Table 11 for additional detail.

Table 10. 2022-2023 Program Characteristics

Program length	Summer 2022	School Year 2022-2023
Maximum days with recorded program attendance	35	197
Minimum days with recorded program attendance	0	61
Average days with recorded program attendance	15	133
Maximum days attended by any student	29	173
Minimum days attended by any student	0	0
Average days attended by any student	4	39

Family member attendance and community partners	Statewide Total	Average per site
Parents/guardians/family members attending activities	3,332	19
Community Partners	1,250	7

| Program Staff Types	Statewide Total	Average per site
School day teachers—Paid	1,455	8
School day teachers—Volunteer	68	1
Administrators—Paid	139	1
Administrators--Volunteer	29	0
Other non-teaching school staff—Paid	381	2
Other non-teaching school staff—Volunteer	62	0
College students—Paid	68	0
College students—Volunteer	15	0
High School Students—Paid	110	1
High School Students—Volunteer	22	0
Parents—Paid	5	0
Parents—Volunteer	9	0
Subcontracted staff—Paid	35	0
Subcontracted staff—Volunteer	5	0
Other staff—Paid	51	0

| Other staff—Volunteer	25	0

VI. Activity Types Offered During School Year

Program staff were asked about the activities they offered on the 2022-2023 KY 21st CCLC Data Verification Form that was administered to grantees. One category of activities was academic activities. As illustrated in Figure 32, nearly all staff members (97%) reported that the programs offered homework help and science, technology, engineering, and math (STEM). A majority also reported that their programs offered literacy (83%) and reading intervention activities (73%). Program staff reported that their programs offered GAP reduction at 45% of sites, credit recovery at 19%, and ELL support at 18%. No respondents reported that the programs offered none of the academic activities listed.

Figure 32. Percent of afterschool programs that offered academic activities as reported by program staff (N=173)
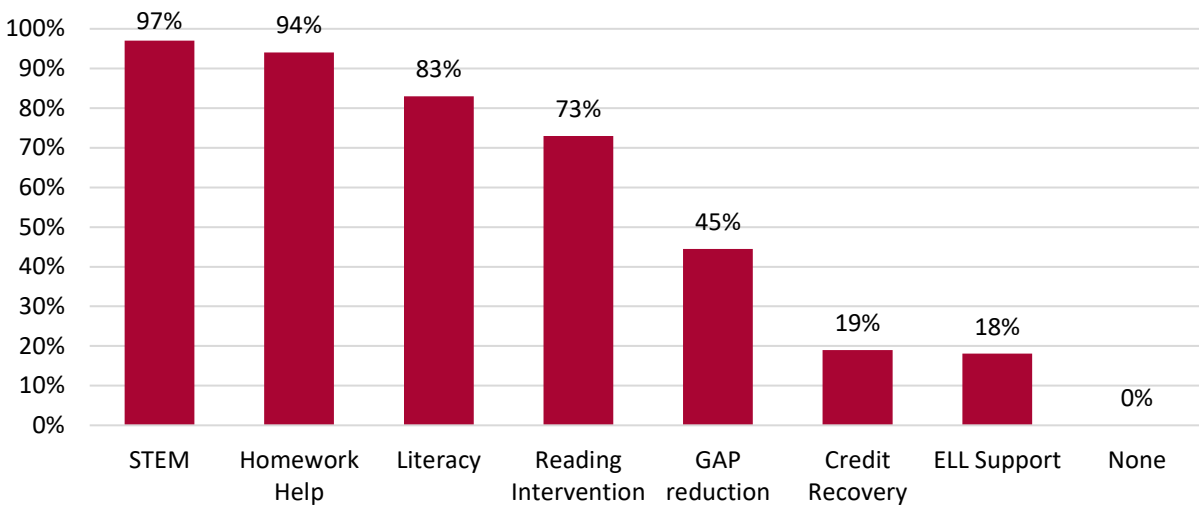
Another category on the form was college and career or transition readiness activities. As shown in Figure 33, approximately three-quarters of staff members (74%) reported that the programs offered career exploration. Nearly one-third (32%) reported that the afterschool programs offered career/job training as well as Individual Learning Plans (ILP; 30%), and 15% reported that the programs offered ACT/SAT prep. Eighteen percent of the sites reported offering none of the college and career readiness or transition readiness activities listed.

Figure 33. Percent of afterschool programs that offered each transition readiness activity as reported by program staff (N=173)
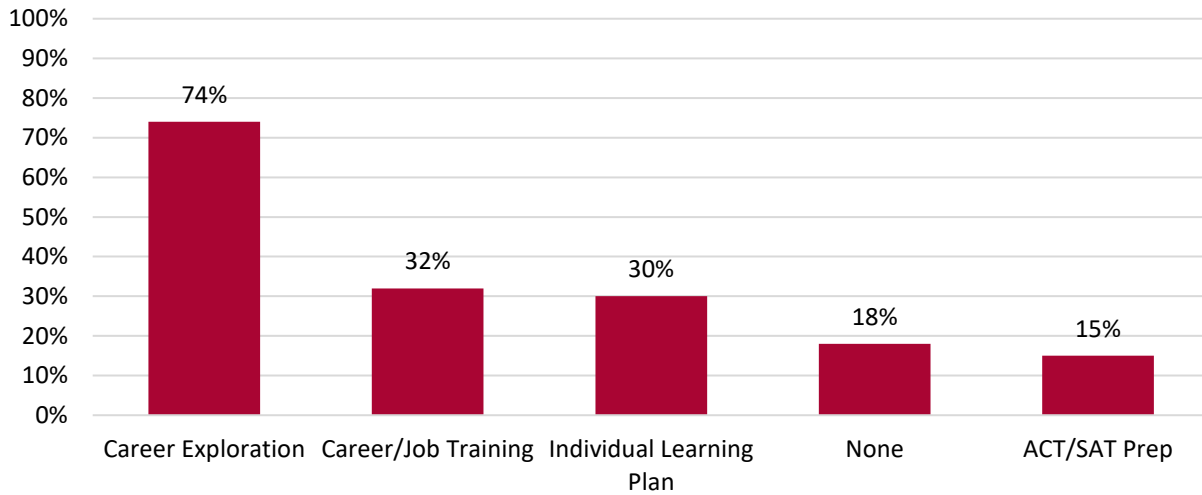
A third category on the form was enrichment activities. Figure 34 shows that most staff members reported that the programs offered life skills, gardening, and crafts (90%); fitness (88%); health and nutrition (88%); visual arts (83%); and music & drama (79%). Over half of program staff reported that their programs offered community/service learning (65%). Of the responding sites, 42% offered mentoring and 26% offered global learning. Zero respondents reported that the programs offered none of the enrichment activities listed.

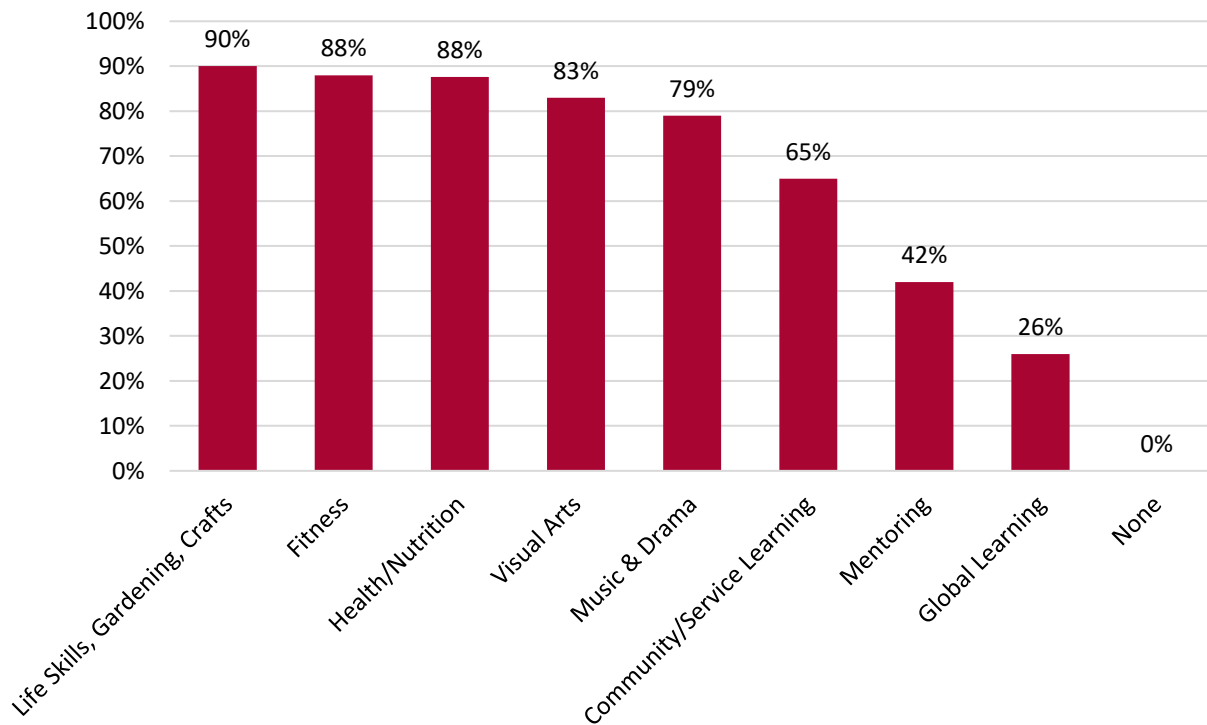**Figure 34. Percent of afterschool programs that offered each enrichment activity as reported by program staff (N=173)**

A fourth category of activities on the form was activities for family engagement. As shown in Figure 35, the most commonly offered activity for families was family literacy night (39%). About one-quarter reported that they offered after school student performances (27%); Family STEM or STEAM nights (24%); Christmas/holiday showcase (23%); or opportunities to serve as a chaperone (23%). Sites also reported offering opportunities for students/families to prepare a meal (20%); Lights On (18%); Family Game Night (17%); Family Math Night (13%); or Family Movie Night (11%). Twenty-three percent of sites reported that they did not offer any of these family engagement activities.

Figure 35. Percent of afterschool programs that offered each family engagement activity as reported by program staff (N=173)
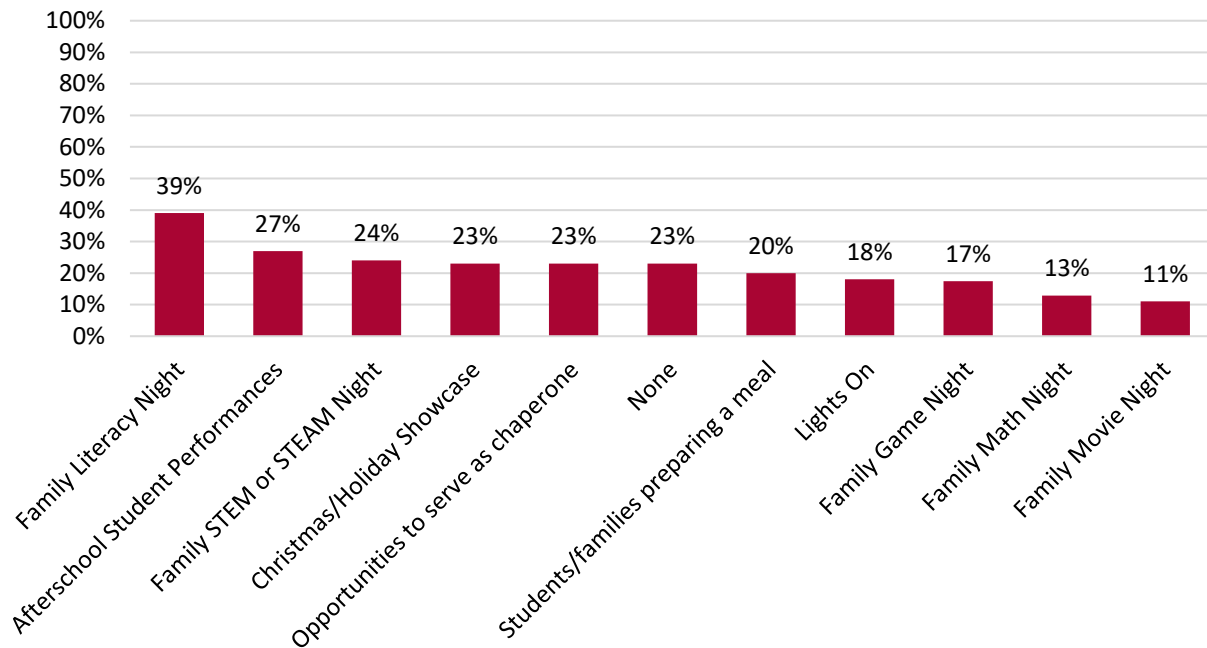
Figure 36 displays the percent of afterschool programs that offered character education activities. Nearly two-thirds of staff members (62%) reported that the programs offered youth leadership. Over half of respondents reported that they offered counseling (57%), and nearly half of respondents reported they offered drug prevention (49%). Thirty-five percent of staff reported that their programs offered violence prevention and 23% offered truancy prevention. Ten percent of staff reported that their programs offered none of the character education activities listed.

Figure 36. Percent of afterschool programs that offered each character education activity as reported by program staff (N=173)
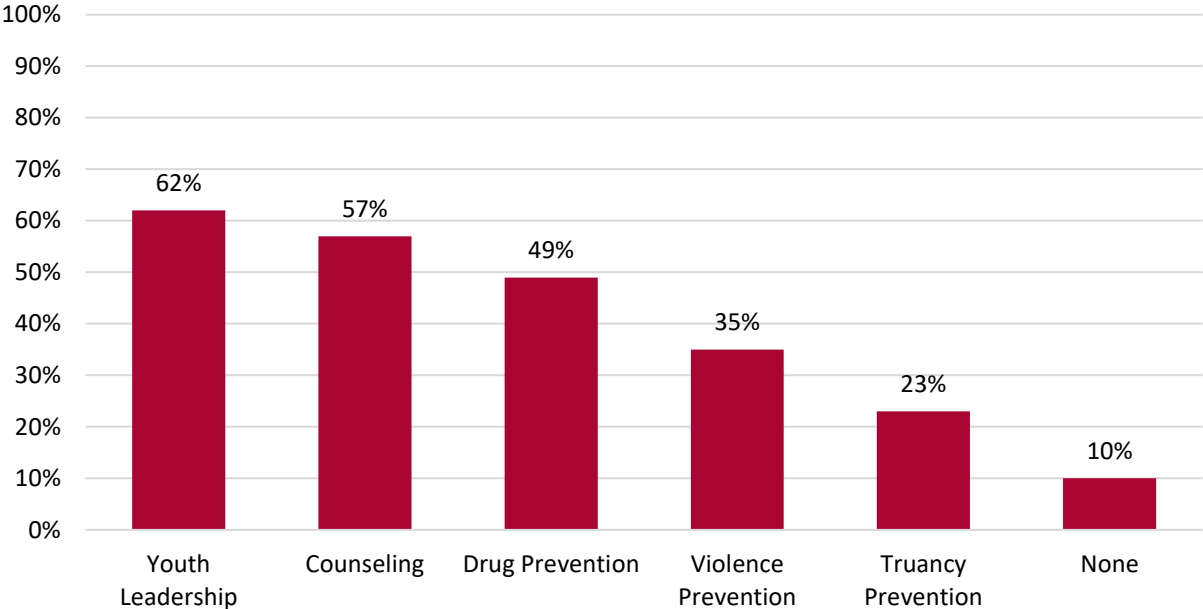
Figure 37 depicts the percentages of programs offering different types of adult skill-building activities during 2022-2023. Approximately half of afterschool programs offered Infinite Campus tutorial/Parent Portal or Google Classroom (52%) and health & nutrition (50%). Over one-third of programs offered activities on communicating with school staff (39%); financial literacy/couponing (39%); healthy relationships (35%); social media/internet safety (33%); or drug awareness/trends (33%). One-quarter or more of programs offered activities about CPR/first aid, health & safety (30%); understanding test scores (28%); or literacy/finding AR books (25%). Refer to Figure 37 to view the remaining categories, which were selected by less than 25% of programs.

Figure 37. Percentage of afterschool programs that offered each adult skill-building activity as reported by program staff (N=173)
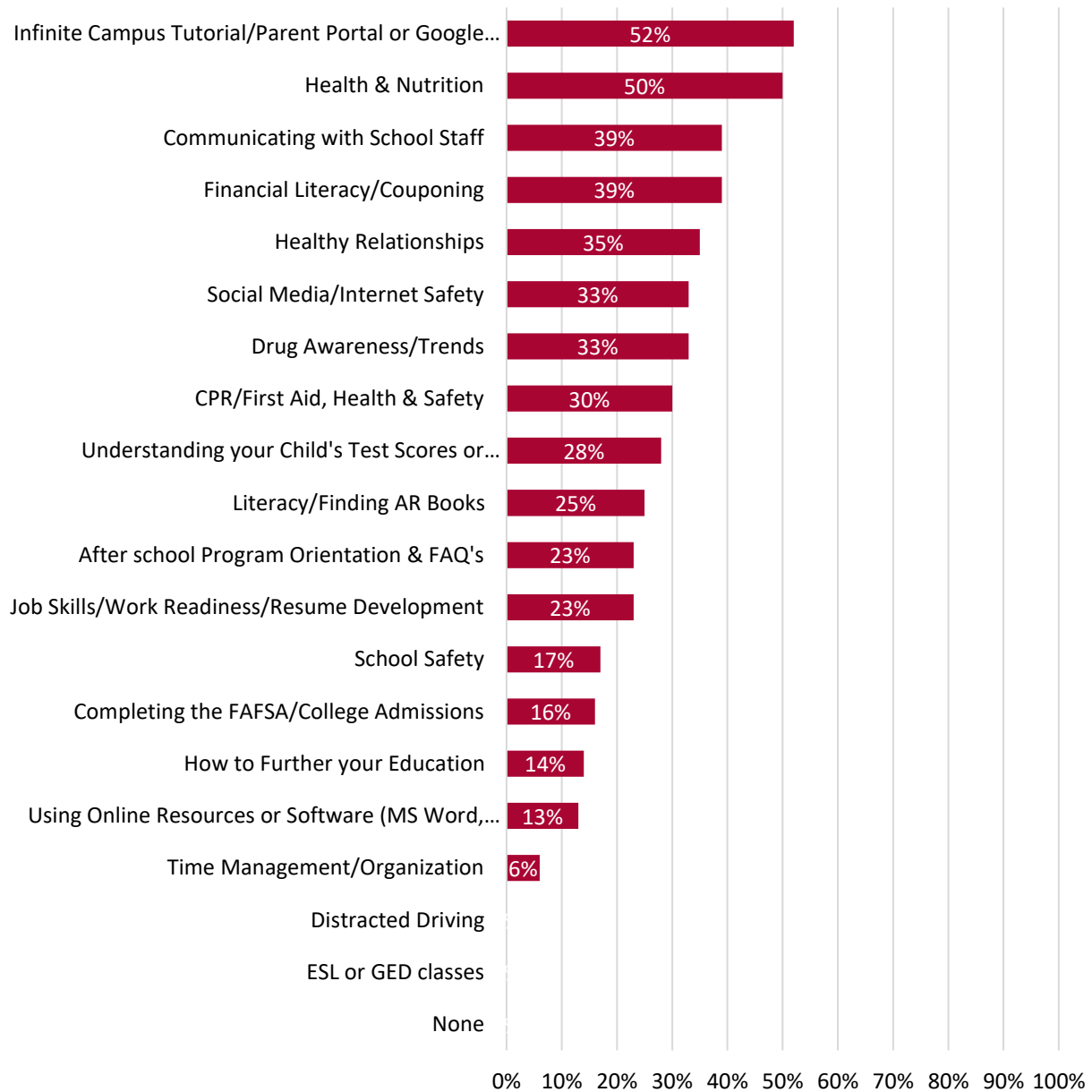
VII. Remote/Virtual Support and Activities

On the 2022-2023 Data Verification form, programs were asked whether they provided remote or virtual support or activities to students and families and which remote/virtual activities they provided. As Figure 38 depicts, over one-third of all programs offered virtual homework help and/or tutoring (42%), adult skill building activities (36%), and academic enrichment activities (34%). Over a quarter of programs offered virtual remediation/acceleration in academic subjects (31%), other enrichment activities (31%), or family engagement activities/nights (29%). See Figure 38 for other types of activities offered remotely or virtually.

Figure 38. Virtual or remote support/services provided to students and families (N=173)
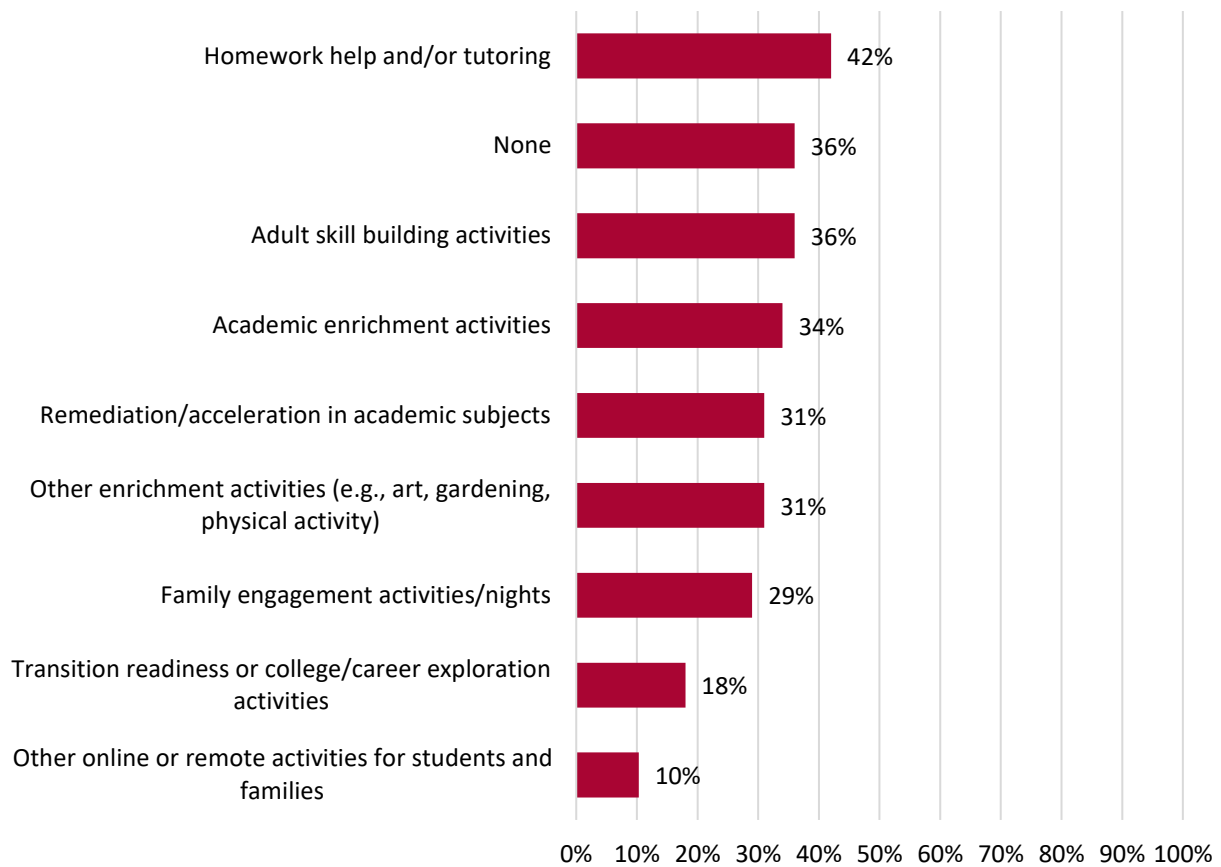
Appendix A. Executive Summary

With the implementation of the new federal GPRA measures for 21st CCLC programs in the 2022 APR year, many of the data collected and procedures for collection and analysis of these data have recently changed. Due to these changes, comparisons of previous years' data (prior to the 2022 APR) to the 2023 APR year are not valid, except as related to total program attendance and data collected via the data verification form (such as program characteristics). In the 2023 APR year, KY 21st CCLC sites served 32,881 students statewide, which represents a 15% increase from the 2022 APR year, when total statewide attendance was 28,686. This increase seems primarily due to a 24% increase in school year attendance, which was 29,013 in 2022-2023 and 23,457 in 2021-2022. Summer program attendance decreased by 16% from 2022 (10,448) to 2023 (8,760).

Program Attendance/Demographics

Data collected during the 2023 APR Year (summer 2022 and the 2022-2023 school year) indicate that 173 Kentucky 21st CCLC sites served a total of 32,881 students. Of these, 17,948 were elementary students (in grades Pre-K-6) and 14,719 were middle or high school students (in grades 7-12), and 214 students did not have a grade level indicated. In alignment with the GPRA measures, program attendance is now tracked within hour bands of attendance, instead of the number of days. We approximate 90 or more hours of program attendance during the APR year (summer and school year) as regular attendance, and in the 2023 APR year, 33% of all program participants statewide attended regularly. Among elementary students, 48% attended regularly, and among middle/high school students 15% attended regularly. Total statewide, elementary, and middle/high school regular attendance rates are each within a percentage point of these rates from the 2022 APR year. Eighty-four percent of all elementary student regular attendees and 78% of middle/high school attendees were eligible for free or reduced-priced lunch, 17% of elementary attendees and 14% of middle/high school attendees were designated as eligible for receiving special education services, and 5% of participants in all grade levels were designated as limited English proficient. Compared to other grade levels, students in Pre-K, first, and second grades had the highest levels of regular attendance (90+ hours) during the 2023 APR year.

Academic Outcomes

The GPRA measures require two consecutive years of academic outcome data (GPA and KSA reading and math performance levels) for students in certain grade levels to assess growth in these areas. Among the middle/high school students with GPA data reported who had a GPA below 3.0 in 2021-2022, 70% improved their GPA in 2022-2023. Among the 4th—8th grade students with KSA reading and math performance levels reported, 29% demonstrated growth or maintained the highest performance level in math, while 34% exhibited similar growth or maintenance in reading from 2022 to 2023. Among all KY 21st CCLC attendees with 2023 KSA performance levels reported, 37% scored at the proficient or distinguished level in math, and 34% scored at the proficient or distinguished level in reading.

Programs serving students in grades K-3 were required to implement a reading initiative to support students' reading progress in those grade levels. In the 73 programs that participated in the K-3 reading initiative, 70% of students in K-3 met a reading benchmark set by their school.

Behavioral Outcomes

The GPRA measures require two consecutive years of data on school day attendance rates and in-school suspensions for all participants in grades 1-12 to assess growth in these areas. Among the elementary students with school day attendance rates reported who had a 2021-2022 school day attendance rate below 90%, 72% improved their attendance rate in 2022-2023. Among the middle/high school students with school day attendance rates reported who had a 2021-2022 school day attendance rate below 90%, 60% improved their attendance rate in 2022-2023. For in-school suspensions, among elementary students who had any in-school suspensions in 2021-2022, 68% had fewer in 2022-2023, and among middle/high school students who had any in-school suspensions in 2020-2021, 64% had fewer in 2022-2023.

Self-Reported Benefits of Attending 21st CCLC Programs

Student perceptions of Kentucky 21st CCLC programming were gathered through student surveys in the spring semester. When asked why they attended afterschool programs, over half (54%) of the elementary students reported that the activities were fun. Close to half also reported that they attend to be with their friends and that they could learn and try new things. Over half (58%) of middle/high school students reported that they attended afterschool programs to be with their friends, and to participate in certain activities. Finally, over a third of middle/high school students reported that they attended afterschool programs to work on homework or receive tutoring, or to learn and experience new things.

Students also reported numerous benefits to participation. Over half of elementary students reported that the afterschool program helped them finish their homework, while nearly half reported that the program helped them get better grades and make new friends. Most middle/high school students reported that the programs helped them to build upon things they learned in school, spend time with/make new friends, or get a better sense of what they like and can do. The majority of elementary students and middle/high school students reported that had they not attended the afterschool programs, time after school would have been spent watching television or playing video games. In addition, more than 90% of middle/high school students agreed that program staff challenged them to do their best and listened to what they had to say.

Student Improvements Reported in Teacher Surveys

Teachers completed surveys regarding areas in which students needed to improve, and whether students improved in those areas. Teachers reported that among the elementary students who needed to improve, between 70% and 80% of them improved to some degree in: participating in learning activities, being attentive during learning activities, volunteering, and being motivated to learn. Among the high school students that needed to improve, roughly 70%-75% of them improved to some degree in the same areas, excluding volunteering which saw a 63% improvement.

Program Characteristics

Across the 173 program sites in the 2023 APR year, the average number of days of summer programming was 15, and the average number of days of school year programming was 133. Statewide, 3,332 parents/guardians/family members attended 21st CCLC activities, for an average of 19 per site,

and 1,250 community partners were reported, for an average of 7 per site. Most program staff were paid school day teachers, with an average of 8 per site.

Activity Types Offered

Program staff at each program were asked about the activities they offered. Programs had several categories of activities available, including academic activities, transition readiness activities, enrichment activities, adult skill-building activities, family engagement activities, and character education activities. Of these categories, the activities that were most commonly offered were homework help and STEM (97% of staff reported that the program offered each of these); fitness (88%); life skills, gardening, & crafts (90%); health & nutrition (88%); visual arts (83%); and music & drama (89%).

Programs also were asked to report on the types of virtual/remote support and activities they provided during the 2023 APR year. Of 173 sites, 42% reported that they offered virtual homework help or tutoring, 36% offered virtual adult skill-building activities, and 34% offered virtual academic enrichment activities.

Appendix B: Data Notes

DATA NOTES:
A statewide dataset including student outcomes was provided to CEPR by KDE. The data request was submitted by CEPR on July 17, 2023, and CEPR received the initial dataset from KDE on August 2, 2023. A request for additional and corrected data was submitted to KDE on August 3, 2023, and CEPR received a corrected dataset on August 15, 2023. The final dataset, including KSA performance levels, was requested by CEPR on September 15, 2023 and was provided by KDE on November 1, 2023. Initial aggregate analysis resulted in requests for additional corrected datasets (for KSA and GPA data), which were provided by KDE on January 11 and January 18, 2024.

A statewide dataset including student participation and teacher survey results was provided to CEPR by TransACT/Cayen Systems. The first request was made on August 15, 2023 and data were received on September 1, 2023.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the TransACT/Cayen system, grantees may select "unknown" as a designation in these categories.

Example Comparison of "Regularly Attending" due to Federal Change from Counting Days to Counting Hours

Changes to federal APR data reporting now require tracking of attendance in number of hours instead of number of days attended. Federal APR data requirements also no longer limit reporting of data to participants deemed as "regularly attending." Recognizing that some states or programs may wish to still identify students as "regularly attending," federal guidance translates the former threshold of 30 or more days of attendance to 90 or more hours of attendance, and we use 90+ hours of attendance during the APR year (summer and school year) to denote regular attendance throughout this report. However, comparisons between the new 90 or more hours as regular attendance and the former 30 or more days are not necessarily valid – i.e., direct comparisons of "regularly attending" participants from years prior to 2021-2022 should not be made. The example below illustrates how 30 or more days does not necessarily equate to 90 or more hours.

EXAMPLE

Imagine an afterschool program with 10 student participants in the 2023 APR year where each day of programming was 3 hours long. The table below summarizes the students' total hours and total days of attendance in the 2023 APR year. An * denotes students considered as "regularly attending" by the new 90 or more hours threshold while a + denotes students considered "regularly attending" by the former 30 or more days threshold.

Student	Total Hours	Total Days	Regularly Attending	Student	Total Hours	Total Days	Regularly Attending
Student A	300	100	* +	Student F	60	60	+
Student B	84	28		Student G	92	40	* +
Student C	75	25		Student H	57	35	+
Student D	120	34	* +	Student I	20	20	
Student E	40	20		Student J	100	36	* +

By the former 30 or more days threshold, 6 students are "regularly attending" this program and by the new 90 or more hours threshold 4 students are "regularly attending." This occurs because some students do not attend the full 3 hours of programming each day they attend (like Student A). For instance, Student F only attends the program for Homework Help and then is picked up early by their parent, so they easily attended more than 30 days but did not attend 90 or more hours. This may be a common occurrence in afterschool programs, particularly high school programs.

Unlike this example, if a program has more than 3 hours of programming per day, the opposite could appear, where a student meets the 90 or more hours without meeting the 30 or more days. For instance, if a program has 3.5 hours of programming per day, a student could attend for 91 hours which would be only 26 full days of programming.

The above examples highlight how caution is needed when comparing regular attendance between the former 30 or more days and the new 90 or more hours thresholds. Despite this, counting hours of attendance will provide programs and KDE with a clearer picture of the impact of programming. For example, take two students who attended 40 days of programming (at a program with 3 hours days) but who are otherwise very similar students. One of these students attends the full programming day, resulting in 120 hours of attendance while the second student attends only the first hour each day, resulting in 40 hours of attendance. If this program has meaningful and impactful activities, then the program and KDE should expect the first student to see more positive impact from their attendance than the second student.

Appendix C: Elementary School Student Survey

Elementary School Student Survey
(For Students in Grades 2-6)

This survey asks questions about the after school program you attend. It is not a test that has right and wrong answers.

1. Which activities do you most like to participate in during the afterschool program? *(Check as many as you want)*

   O Reading   O Art
   O Math   O Music
   O Science   O Sports
   O Technology/Engineering   O Other
   O Learning about colleges and jobs

2. Why do you go to the after school program? *(Check as many as you want)*

   O The activities are fun.
   O My friends go.
   O I learn and try new things.
   O I can participate in sports.
   O It helps me do better in school.
   O My parents or teacher want me to go.
   O There's nothing else to do after school.

3. If you did not go to the after school program, what would you do in the afternoons instead? *(Check as many as you want)*

   O Watch TV or play video games.   O Play sports.
   O Spend time with my friends.   O Go to another after school program.
   O Spend time alone.   O Other

4. Has the afterschool program helped you do any of the things below? *(Check as many as you want)*

   O   Finish homework.   O Make friends.
   O Get better grades.   O Want to come to school.

Appendix D: Middle/High School Student Survey

Middle/High School Student Survey
(for students in grades 7-12)

This survey asks questions about the after school program you attend. This is not a test that has right and wrong answers. You are being asked to describe yourself and your experiences in the program. Please be as honest as you can. This survey will help to improve the after school program.

1. Why do you go to the after school program? *(check all that apply)*

    O   To participate in certain activities.
    O   To be with my friends.
    O   I learn and experience new things.
    O   I attend to work on homework or get tutoring.
    O   I like the adults at the after school program.
    O   My parents want me to attend.
    O   My teachers or other adults encourage me to attend.
    O   There's nothing else to do after school.
    O   Other.

We would like to ask you about the adults at the after school program. These adults include staff and program leaders as well as other adults you have contact with through the different activities. How much do you agree with each of the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Staff and program leaders listen to what I have to say.	O	O	O	O
3. Staff and program leaders challenge me to do my best.	O	O	O	O

4. If you did NOT attend the after school program, what would you do in the afternoons instead? (*check all that apply*)

   O   Watch TV/play video games.
   O   Go somewhere else with friends.
   O   Spend time alone.
   O   Spend time with my family.
   O   Play sports.
   O   Go to another after school program.
   O   Other.

We want to know if participating in the after school program helps you learn different things. How much do you agree or disagree with the following statements?

The after school program has helped me…	Strongly disagree	Disagree	Agree	Strongly agree
5. Spend time with or find friends.	O	O	O	O
6. Experience new or interesting things.	O	O	O	O
7. Find something to do afterschool.	O	O	O	O
8. Be better at things I do in the program.	O	O	O	O
9. Get better grades in school.	O	O	O	O
10. Stay out of trouble.	O	O	O	O
11. Get a better sense of what I like and can do.	O	O	O	O
12. Be more creative.	O	O	O	O
13. Enjoy coming to school.	O	O	O	O
14. Build upon things I learn in school.	O	O	O	O
15. Be more involved in school.	O	O	O	O
16. Learn about what I can do in the future (college and/or career options).	O	O	O	O

Appendix E: Teacher Survey Instrument

21st CCLC Teacher Survey Form

Student's Name	Grade	School		Teacher's Name

Heading/Question	Did Not Need to Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
To what extent has your student changed their behavior in terms of: Participating in learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Volunteering (e.g., for extra credit or more responsibilities)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Attending regularly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Being motivated to learn	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Being attentive during learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Please return this survey within 7 days to:

THANK YOU FOR YOUR ASSISTANCE IN OUR EVALUATION EFFORTS!